OUR JUNIOR DEPARTMENT

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JUDSON TRAINING MANUALS

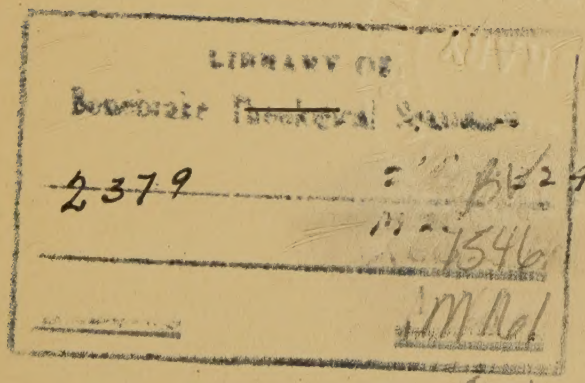
FOR THE SCHOOL OF THE CHURCH

EDITED BY

W. EDWARD RAFFETY, Ph. D.
HENRY EDWARD TRALLE, Th. D.
WILLIAM E. CHALMERS, D. D.

OUR JUNIOR DEPARTMENT

By
JEANNETTE A. McNAUGHTON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DEDICATED

TO

MY MANY STUDENTS

IN JUNIOR PRINCIPLE AND PRACTICE
IN COMMUNITY TRAINING CLASSES

EDITORS' FOREWORD

THIS volume is one in a series of texts in religious education known as the *Judson Training Manuals for the School of the Church.*

These manuals are arranged in three groups, namely, general, departmental, and parent-training. The *general* group includes vital teaching, story-telling, educational evangelism, expression through worship, handwork, community service, appreciation of the Bible, educational leadership, and kindred worth-while themes in the field of religious education. The *departmental* group covers courses for every department of the school of the church—Cradle Roll, Beginners', Primary, Junior, etc. The *parent-training* manuals enphasize religion in the home and the necessity of training for the God-given, heaven-blessed privilege of parenthood.

It is the aim of these manuals to popularize the assured results of the best psychology and pedagogy and to make them the willing and efficient servants of all workers in the school of the church.

Both the editors and the writers want these books " to live where the people live " and to be of real value to those forward-looking folk destined to be the leaders in religious education.

To this end, each course will be (1) simple in language, (2) accurate in statement, (3) sound in psychology, (4) vital in pedagogy, (5) concrete in treatment, (6) practical in purpose, and (7) spiritual in tone.

Mrs. J. F. McNaughton, the author of this manual, "Our Junior Department," has given us the most readable book on Junior work that has been produced. She has put into story form the best Junior theory and practice, with several added pages of didactic material in each chapter.

Mrs. McNaughton's background of public-school experience, her success in building up and conducting a large Junior Department in her own church, and her experience as a teacher of Junior work in the Kansas City training-schools of religious education have developed in her exceptional qualifications for the writing of this helpful book for Junior workers.

This manual is usable as a text-book in church and community training-classes and also for supplemental and private reading. The beginner in Junior work will find it to be especially suggestive.

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CHAPTER I

ORGANIZATION AND MANAGEMENT

As Mrs. Richards came in through the doorway of the church, one beautiful Sunday morning in June, she was greeted by the general superintendent of the Sunday school. "Good morning, Mrs. Richards, I am glad you came early this morning. I want to talk to you. We want you to be Junior superintendent of our Sunday school."

"Why, Mr. Perry," she said, "I have had no experience whatever as a superintendent, and I do not see how I could do it."

"We know your lack of experience, Mrs. Richards, but we know also of your good work as a teacher in this school, and that you have many qualifications of a good departmental superintendent. We must have a superintendent for the Junior Department who is a willing, progressive worker, and who will cooperate with the teachers and the other officers of the school—one with executive ability and with a vision of the possibilities of the Junior boys and girls. After careful consideration, we have decided that you are the one for this work."

"Very well, Mr. Perry," said Mrs. Richards, "if you feel that way about it, I might try. When shall I begin the work?" "Next Sunday morning, Mrs. Richards. We shall find someone else to teach the class

you are giving up." "Very well, I shall try to do my best."

MAKING A BAD BEGINNING

The following Sunday morning found Mrs. Richards in her new place in the Junior Department. The Junior room was twenty-four feet by forty-two feet in size, and was very well lighted and ventilated. On one side, near the center of the room, stood an old dilapidated organ, discarded from some parlor and donated by the owner. Near the organ stood an old kitchen-table, on which was an accumulation of old papers and books. A dozen smaller folding-tables, surrounded by chairs, were scattered promiscuously around the room.

Soon the boys and girls began to arrive. And they came noisily. They came scuffling about and talking loudly. Promptly at nine forty-five Mrs. Richards tapped the call-bell she found on the table to call the department to order.

During the week she had carefully prepared a program for the opening service. As soon as the bell rang everyone in the room was quiet, and seventy-five pairs of eyes were looking at her. She felt encouraged, for she did not know that this attention was merely curiosity regarding the new superintendent.

So she announced a familiar song, and Miss Blackwell, the organist, seated herself in front of the instrument. One pedal of the organ was broken. The organist tried with the one good pedal to fill the bellows with air, while the sound of the leaking bellows, gasping and struggling for breath, particularly notice-

able in the quiet of the moment, soon drew the attention of the boys and girls from Mrs. Richards to the ridiculous plight of the organ, and the superintendent noticed the sly winks and suppressed giggles of the pupils. When Miss Blackwell had played the introduction, Mrs. Richards gave the signal for all to sing, but the giggles had started, the attention once gained was lost, and poor Mrs. Richards found herself unable to regain it for any part of the service.

Feeling that her opening service was a complete failure, she gave the signal for classes, thinking that order might be regained by the teachers. Again she was doomed to disappointment. Each class tried, apparently, to make more noise than the others—chairs were pushed back and forth, there was constant shuffling of feet, books were dropping upon the floor, and presently paper wads began to fly about the room. The teachers were scolding and demanding order, but they were helpless.

At the close of the lesson period Mrs. Richards tried to carry out her program, but the pupils seemed to consider the closing service merely as a preparation-time for going home, and were gathering up papers and books, putting on wraps, etc. Not a half dozen people in the room heard a word of the closing prayer. After the children had noisily left the room Mrs. Richards sat down to think.

"Dear, dear!" she said, "this will never, never do! Where shall I begin first? Here are seventy-five boys and girls coming into God's house every Sunday morning, and for what purpose? Surely nothing was accomplished in the study of God's Word this morn-

ing, with all the confusion we had, and God holds us responsible for the teaching of the children. Here is a wonderful chance for service, and I do not know how to measure up to the opportunity."

With a prayer for guidance, she decided then and there to make a thorough study of Junior work, that she might be able to meet to the fullest extent possible the needs of these boys and girls. She said, "I must learn how the best Junior superintendents accomplish their work, and must learn how best to organize and conduct my department."

LEARNING FROM OTHERS

Mrs. Richards found the general superintendent and said to him: "Mr. Perry, isn't there a book I can read that will tell me how to conduct a Junior Department? I made a wretched failure today, and I must have some help, and must have it quickly."

Mr. Perry said: "I attended a Sunday school convention a few weeks ago, and I got a list of books that were recommended for Sunday school workers. One of them is a Junior book, and I shall see that it is purchased for the Sunday school library, and that you get it this week. If I can help in any way, do not hesitate to let me know." "Thank you, Mr. Perry, I shall."

Mrs. Richards obtained the book on Junior work, and read and reread it. She found that it was recommended that the Junior Department meet in its own room, with its own superintendent, assistant superintendent, secretary, and pianist. She learned also that

each class should have a separate classroom, if possible, and a capable teacher.

"Well," she said to herself, "we have about everything this book calls for except the separate classrooms and the piano. At the present time there is no possible chance for us to have classrooms, but I shall see at once about the piano. I lay the blame of at least one-half of the confusion of last Sunday morning upon that old wheezy organ."

"I shall call a teachers' conference," she said, "and talk this matter over with them." It was arranged that the teachers' conference should be held in the Junior room of the church, and at the appointed time Mrs. Richards was there, and although she waited nearly an hour only one teacher came to the meeting, Miss Metz, an interesting young lady, who was teaching a class of eleven-year-old girls. "Can it be possible that the others are not coming?" said Mrs. Richards. "They seldom ever come to the teachers' meeting, Mrs. Richards," said Miss Metz. "They're all too busy. I don't know what is going to become of this department. It seems to be growing worse all the time. Last Sunday morning, during the entire lesson period, the boys in the far end of the room kept throwing paper wads at my girls, and, of course, the girls were more interested in what the boys were doing than in what I was saying. It is dreadful to have them act so, but what can I do?"

"I have been reading up on Junior work this week," said Mrs. Richards, "and find that separate classrooms are recommended for Juniors, but it is not possible for us to have them." "I wish we did have them," said

Miss Metz. "If my girls could not see what was going on all around them, they would be good girls. They seem interested until something attracts their attention, and then I might as well quit trying to teach. And I am sure that those boys would not be so bad if there were no one to laugh at them. They think it very smart to make the girls laugh."

FINDING A WAY

"No doubt you are right, Miss Metz. Do you suppose we could arrange curtains on wires to form classrooms? I fear that with all these windows open, the wind would blow them around and cause trouble." "Why couldn't we have some folding-screens, Mrs. Richards, separating each class from the others?" "That's a splendid suggestion, but I fear that it would cost too much. The Sunday school officials would think it foolish to spend so much on screens. They do not realize how much these would help."

"Well, why can't we do something to raise some money? I believe the teachers would all be willing to cooperate in raising money for screens if they thought these would help to keep the boys and girls quiet." "That is a fine suggestion. What a bundle of inspiration you are! I feel that I can work twice as hard with such an enthusiastic helper. Now, what can be done about the noise of chairs and feet? We need a carpet on this floor to deaden the sounds." "We certainly do, Mrs. Richards. Isn't it too bad to think we can't have the necessary equipment for our Sunday school?" "It certainly is, but I know what

would help. If we had rubber tips on the chairs, that would be less expensive than a carpet, and would answer every purpose." "The very thing, Mrs. Richards. Certainly we can have that done."

"I shall talk to Mr. Perry about our plans," continued Mrs. Richards. "We need a piano badly, but perhaps we can have this old organ repaired, and can manage to get along, if we can get the screens at once. I think we have had a splendid meeting, even though there were but two present."

Mr. Perry agreed to have the rubber tips put upon the chairs in the Junior Department, and to help purchase screens, if the teachers would agree to provide part of the money. When the plan was presented to the teachers, they became very much interested, and all began at once to plan ways of making money.

The Junior boys and girls also became interested, and wanted to help. They secured magazine subscriptions, for which they received a commission. A musical entertainment was given, with an admission fee. With all interested and busy, it did not take long to earn the required amount of money; so the screens were ordered. It was decided to have the screens made to order, making them four feet nine inches high by five feet wide, using a light framework of wood, covered with dark green burlap. They were very attractive-looking when finished, and less expensive than the folding ones, and would not require so much space. It was a "gala day" for the Junior Department when the screens finally arrived. All rejoiced in the easy accomplishment of a task that had at first appeared to be difficult.

MAKING AN EXPERIMENT

Mrs. Richards and several of the teachers met one afternoon to arrange the Junior room, which had been thoroughly cleaned. The organ and the table for the superintendent were placed in one end of the room. Mrs. Richards had purchased enough black oilcloth to cover the top of the table, and, when this had been tacked on neatly, the table had a very presentable appearance.

Screens were placed on each side of the room, about six feet apart, making six classrooms. There was a space of fourteen feet left through the center of the room, and in this space chairs were placed in rows, three on each side, leaving a narrow aisle through the center of the room. Lines were painted on the floor, and the front legs of the chairs were placed directly on these lines.

Here, in order, the children could assemble for the opening service. Then each Junior could carry his chair into the classroom, seating himself at the table, and, at the close of the lesson-period, at a given signal, could carry it out again, setting it down on the line, and everything would be in order again for the closing service.

While they were at work arranging the room, Mr. Perry, the general superintendent, and Mr. White, the minister, came in. "Well," said Mr. Perry, "do you really think this will help?" "We are sure it will," said the teachers in chorus. "Well, I don't know. If I were a boy, I think I should be peeking around the screen to see what the other boys were doing, or

should throw my cap over the top to make the other class jump."

"No, you wouldn't, Mr. Perry, for the teachers are going to make it so interesting in their classrooms that the boys will forget there are any other boys in the rooms," said Mrs. Richards. "This is interesting," said Mr. White. "I am sure you can do much better work with the children in the little classrooms."

The following Sunday was a happy day for everyone in the Junior Department, for had not each and everyone helped to accomplish this complete transformation of the Junior room?

Mrs. Richards, as she stood near the door greeting the children as they arrived, noticed the marked difference with which they entered the room that day as compared with the day on which she had first taken charge of the department. Today the room was clean and in order, and Mrs. Richards smiled when she overheard one little fellow say, as he quietly slid into his chair, "Gee, this is like going to church, sitting here in straight rows."

For the first time since Mrs. Richards had taken charge of the Junior Department, she felt as if she had a fair chance. Now she had the pupils all directly in front of her, instead of having them scattered unevenly about the room. She could look directly into their faces, and they could hear, without effort, all she had to say. The opening service on this morning was one of real worship, all taking part in the singing, and all keeping quiet during the prayer.

The teachers made special effort to have an interesting lesson, and the department began to take on the

appearance of a real school. Mr. Perry and Mr. White, after visiting the department a few moments, declared that it was a wonderful step forward.

While Mrs. Richards felt that she had solved the problem of order in the department, one great step in advance, other problems confronted her. Some of these she also solved, but was unable to solve the others. She purchased books and magazines, and attended conventions. All of these helped, as she gained many usable ideas. After some months she decided to avail herself of an opportunity to attend a community school of religious education, and here she received very material additional help, for she was studying with teachers who were specialists, and was meeting with the other students of the school, who, like herself, were discussing their successes and failures and all getting the help they needed.

Mrs. Richards was determined now to make her department an ideal department. This would take time, she knew, but she would lay her plans carefully, and each year would raise the standard higher, until finally they would reach the ideal. She hoped to see the day when her department would be merged into a Junior Department of the church, which would be a coordination of all the church's work with Juniors.

Criticism and Discussion

1. What do you think of Mrs. Richards' beginning? She was better off than many superintendents when they begin, for she found the Juniors already organized into a department, whereas, in many schools, they still meet with the "main school." If you have

the Juniors meeting with the older members of the school, old style, the first step is to organize a separate Junior Department. But how?

2. Suppose your Junior superintendent is opposed to a separate assembly for the Junior Department, and you are a Junior teacher and you want separation. Then you must educate your superintendent. Get him into touch with modern Sunday school ideals and methods. Get him to read this book and some other book on Junior work. Get him into the conventions, institutes, and training schools. If you cannot educate him and convert him after tactful, hopeful trial, then get a superintendent who is *educatable*.

3. Suppose your general superintendent says that he believes in Junior separation in a large school, but that your school is too small for such separation. He says that the Junior Department is so small that it would be impossible to have a separate Junior order of worship that will be interesting and develop enthusiasm. Tell him that interest and enthusiasm do not depend on numbers, but on grading. If the Juniors are led in intelligent participation in an order of worship that is graded to fit definitely into their needs, then they will understand and appreciate the songs, the prayers, the Scripture, the story, and other worship materials, and will therefore be interested and enthusiastic. Moreover, they will be trained religiously and will develop spiritually—and that is the real purpose of their being in Sunday school.

4. If the general superintendent insists that the Juniors are interested in the order of worship in the "main school," tell him that they will be more inter-

ested when all parts of the program all the time are especially adapted to them. Admit that they may be receiving some benefit from the adult order of worship. As a matter of fact, the Juniors receive far less benefit from the average "main-school" order of worship than the average superintendent supposes. In many instances, the Juniors are positively inattentive and disorderly, and oftentimes, when they do keep still, they simply endure an imposed order of worship which they cannot understand and appreciate, and which does not afford to them a means of sincere expression and genuine worship.

5. Possibly there may be no opposition to Junior separation, but there is no separate assembly-room in which to meet. In that case go to work to create sentiment for a new educational building. In one church the Junior workers had a separate room built on the church lot for the Junior Department. It was a cheap, frame affair, but it met the immediate and essential need, and helped to make possible a splendid new building later. Put your Junior Department into a tent rather than have them meet with the "main school." For practical help in the matter of building and equipment, see Tralle's "Planning Church Buildings."

6. In case it does not seem possible to find any immediate means of complete separation and a graded order of worship for the Juniors, you can at least effect a complete Junior organization, and can insist on a graded Junior order of worship in the "main school," once a month, conducted by the superintendent. This Junior order of worship will be just as interesting to

the other departments as the usual "opening exercises," and will be more helpful, and will definitely meet the needs of the Juniors for a part of the time. The Juniors also will be more interested on the other Sundays, when they have their special program once a month.

7. The following are some of the best books on Junior work: "The Junior Worker and Work," Josephine L. Baldwin; "How to Conduct a Junior Department," Vorhees; "The Juniors: How to Teach and Train Them," Maud Junkin Baldwin; "All About the Juniors," Sudlow. Other books especially valuable for Junior workers are the following: "Story-Telling Lessons," Tralle; "The Use of Projects in Religious Education," Hartley; "The Use of Pictures in Religious Education," Beard; "Handwork in the Sunday School," Littlefield; "Handwork in Religious Education," Wardle; "Childhood and Character," Hartshorne.

CHAPTER II

THE JUNIOR CONFERENCE

It was encouraging to Mrs. Richards to note the indications of new interest on the part of her teachers, who agreed readily to a monthly conference for the consideration of the problems of the department.

At the first regular meeting Mrs. Richards said: "I am more than pleased to see so many teachers here tonight, and I wish all of our teachers were present, for we have some important work to map out. It is now time to begin our meeting. Shall we not look to God in prayer, asking his guidance in the work that is before us? May we not have a chain of prayers, each teacher taking part?"

The teachers responded promptly to this invitation, after which Mrs. Richards began the business of the evening. She said: "We have the matter of order very well taken care of, it seems to me, since we have our classrooms and have drilled the boys and girls in moving their chairs quietly, and I think it is time we were taking up some more of our problems and solving them."

DISCUSSION OF LATE-COMERS

"Suppose we take our problems as they come, from the time we arrive at Sunday school, and follow the program of the day. The tardy people bother me.

While I was telling the little story last Sunday morning, I am sure that at least six came in late. You know what that means. Everyone turns to see who is coming in, and the story is spoiled. What are we to do?"

"I was one of the late ones," giggled Mrs. Martin, "but, Mrs. Richards, Sunday morning is the only morning I have to sleep late, and, by the time I get breakfast over and my dinner started, it is hard to get to Sunday school on time, but I think if I get there in time to teach the lesson that is the important thing."

"Have you ever thought," said Mrs. Richards, "of the effect your tardiness will have upon the boys and girls? Your example means very much to children of this age." "Well, I shall try to be on time next Sunday," replied Mrs. Martin. "Maybe I can do it." "I hope you can, Mrs. Martin. The lesson is very important, but so is the opening service. There are many things to teach the Juniors besides the lesson. How about it, teachers, shall we start a campaign against tardy marks?"

The teachers all voted yes, and Mrs. Richards continued: "Perhaps, if we could have more surprises in the program, this might help to make it more interesting. Especially at the beginning of the program there ought to be some new, attractive feature. Then the Juniors would come on time in order not to miss anything. We might try it, anyway. It was suggested at the community training school I have been attending." The teachers agreed that it would be the thing to do, and promised to bring in suggestions from time to time.

ORDER AND REVERENCE

"Very well," said Mrs. Richards, "I shall try to vary the program each week. Now, the next thing I want to mention is reverence. I think we can improve on that in the worship period. I notice, when we pray, that there is a restlessness and a little confusion that should not exist. I try to make the prayers short and appropriate and to use words that they will understand. Also we have tried using Bible-verse prayers, so all can take part. Have any of you suggestions that will help to solve this problem?"

"Why, Mrs. Richards, you simply can't do anything with those boys of mine," said Miss Moore. "Last week they were simply awful. James was reading a paper during the prayer, and I took it away from him in a hurry, and then the rest of the class all looked up and began to laugh at him.. I motioned to them to keep still, and then those in the row in front heard us, and they looked around and began to laugh. It kept getting worse. They surely are terrible."

"Was that the trouble?" said Miss Sharp. "I wondered why my boys looked around. Of course I kept my head bowed and my eyes closed, for I have talked to my boys and told them that when we talk to God we must shut the world out and think of what is being said. So I try to practice what I preach."

"Well, I watch mine closely, and do my best to make them behave," said Miss Moore. "If you will allow me," said Mrs. Gray, "I should like to tell of my experience. I find that there is usually some one individual that starts the michief in the class, and I gener-

ally manage to have that one sit by me, and, if I feel that he is inattentive, I put my hand quietly upon his shoulder. If he needs correcting, I do this privately."

"I think that a splendid suggestion, Mrs. Gray," said Mrs. Richards, "for we want the children to worship with us, and not to feel that we are there to watch them and compel them to worship. I must tell you about a school I visited not long ago. The superintendent said, 'Now, children, let us all pray, using the Lord's Prayer,' and during the prayer she was busy putting away some papers and pencils she had been using. When the superintendent was guilty of such irreverence, I wondered how she could expect the boys and girls to be reverent. We workers need to be very careful, because the Juniors will imitate those whom they admire."

"Well, my boys certainly are the worst in the school," said Miss Moore again, "but I intend to make them mind if it's the last thing I ever do. There is no use for them to come to Sunday school and act like heathens."

ONE CLASS OF BOYS

"Miss Moore, I believe you are feeling about as I did when I took my first class of boys," said Mrs. Gray. "I really didn't want them, but Mrs. Richards insisted I try, and, as there was no one else to take the class, I agreed. The boys didn't seem to want me any more than I wanted them, but, since I had taken the class, I was determined to succeed.

"I taught the class several weeks, and didn't seem to make much impression on them, until one morning

after Sunday school I asked them if they would like to go to gather walnuts the next Saturday afternoon. They all assured me they would go, and so we started promptly at one o'clock the following Saturday afternoon.

"But, to my surprise, I soon found that, instead of my taking the boys out, they were taking me out. I did not tell them I was tired, but followed them the longest way around to the best walnut tree. We gathered walnuts, and then I suggested some lively games.

"After playing awhile, I asked the boys to gather some sticks for a fire, and told them I would prepare lunch. Suddenly I heard a shout, and one of the boys was saying, 'Show it to Mrs. Gray.' I looked in the direction of the shouting group, and saw them coming up the hill with a big snake on a crooked limb. My blood ran cold, for, if there is one thing I am afraid of, it is a snake. I thought, 'What shall I do? I must never let them see I am afraid. If I do, the day is lost.'

"It seemed that the good Lord was with me, for when the two boys in the lead shouted, 'Oh, Mrs. Gray, see what Shorty and Red have found,' I said, 'Well, good for them! I have always heard that snakes could swim. Let us put it into the brook and see if they really can.' No sooner said than done. Away they all ran to the brook, and they threw the snake into the water. Soon they reported that 'it swam like a fish.' We then ate our lunch, and somehow I managed to get home.

"And I have never had cause to regret that strenu-

ous trip. I am not advising anyone to repeat my experience, but it is worth lots of effort on any teacher's part to get acquainted with his pupils, and that is just what I accomplished on my trip with those boys. Now they will do almost anything I ask of them."

"So that is the secret of your success," said Mrs. Richards. "I have often wondered just what you did to make those boys admire you so much. And are you acquainted with the parents also?" "Yes, Mrs. Richards, I have called on the parents, and they understand just what I expect of the boys."

THAT NOTE-BOOK WORK

"I am sorry," said Mrs. Richards, "that Mr. Wright could not be with us tonight. He is doing some good work with those third-year boys, and we would be interested in knowing some of his plans. Now let us take up our classroom troubles. What is the greatest problem in this part of the program?"

"My boys will not write in those note-books," said Miss Moore. "They simply refuse." "I have trouble with my girls about losing their books, and the pity of it is that they don't care," said Miss Morris. "I'll tell you how to prevent that," said Mrs. Roberts. "I have a big box, and put all the books into that, and we do all the work right in class, leaving the box in the room, and the next Sunday everything is ready for work again. I find it the easiest way. I think this graded work is a lot of foolishness, anyway. When I was a child, we all had the same lesson, and it certainly saved a lot of trouble."

"I never have time enough," said Mrs. Martin. "There are so many important things to teach I never get half-way through my lesson." "My girls are doing splendid work, with one exception," said Miss Metz, "and that is the memory work; I don't seem to be successful in getting that done." "It takes so long for my girls to 'settle down' in class, and much time is wasted in foolish talk before I can begin teaching," said Miss Stone.

"Well, well," said Mrs. Richards, "a great variety of troubles here. I have been thinking it might be a good idea to refresh our minds as to the real object of the Junior work. It is the boys and girls of this department we are working for; it is their needs we must supply.

"The aim of the graded lessons is to present materials of instruction suited to their mental abilities and spiritual needs, to develop in them habits of Bible study, of neatness in doing the handwork, and of keeping interested and giving attention. Our campaign against tardy-marks will help to form habits of promptness.

"I believe that, if we present the lesson in story form and then assign certain definite work for the pupil to do during the week, and then on the following Sunday give recognition of the accomplished work, we can get the Juniors to do as we want them to do.

"I do not believe very much in offering prizes, but, instead, suppose we try writing upon the class-blackboard the names of those who do the required work, or try putting a gold star upon the lesson page each time the work is done, and then at the end of the

quarter I can mention the names of the honor pupils before the whole department.

" We must create a spirit of interest, and then I am sure the pupils will work. Nobody likes to work just because he has to, but, if it is made interesting, the work becomes a real pleasure. If we do not teach so the Juniors will understand and then want to do the required work, our teaching has fallen short.

" Mrs. Martin, you say you never have time enough. Do you select one central theme in your lesson and then build your story around that one truth you want to teach your class, and give so many minutes to the telling of the story? "

" Oh, no, Mrs. Richards, there are so many things that are so important I like to mention them all." " Let me remind you," replied Mrs. Richards, " of the old saying, ' A gun that scatters carries no destruction.' So give the class one thought they can understand and take into their lives and live, and you can accomplish far more than to try to give them too much."

THE MEMORY WORK

" Miss Metz, you spoke of the memory work. Do your girls understand what they are memorizing? Do you carefully explain the meaning? Do you select verses for memorizing that will help them now? Juniors should memorize Scripture passages that contain certain truths or commands of value for immediate as well as future use."

" I thank you for the suggestion, Mrs. Richards. I think I shall also use a reward of some kind for com-

pleted memory work. I believe I shall make a chart to hang on the wall of our classroom, and write on this the names of the girls and put a gold star for each verse memorized."

"A capital idea! The Juniors enjoy seeing their names in a prominent place. I am sure they will work for that. And now, Miss Stone, we must help you to get 'settled-down' quickly and stop this 'foolishness' that bothers you so. Do you begin the lesson period with a class-prayer?"

"No, we haven't; the children are so restless that I get right to teaching as quickly as I can." "Will you try marking the class-records quickly, and then ask the class to bow their heads in prayer? Then they will be quiet at once, I think. Another reason for this suggestion is that one of the habits we want Juniors to form is the prayer-habit."

"But, Mrs. Richards, they are so timid I don't think they ever will pray in class." "Try a Bible-verse prayer, the class repeating it in concert. Later use sentence-prayers, suggesting the subject or sentence, such as, 'Lord, help me to be good,' or 'help me to do right,' or 'help me to be kind,' etc. Use something that will fit into the lesson-theme of the day." "All right, I shall try that plan. I believe it is just what we need."

"It is growing late," said Mrs. Richards, "and I believe it will be wise to postpone the rest of our troubles until the next regular meeting of our Junior conference. Let us consider ourselves dismissed."

At the next conference all the teachers were present, and additional problems were considered.

Criticism and Discussion

1. Is it necessary always to open the Junior conference with prayer? No, not always, but usually. And, when you do open with prayer, it is well to vary it from time to time. Call for three sentence-prayers occasionally. Ask one of the teachers to lead another time. Lead yourself occasionally. Very rarely have all to repeat together some form of prayer. Once in a while, let there be a moment of silent prayer at the beginning.

2. Tardiness should count against the Junior in his class grades and in his promotions. Those who are on time not only should receive a better grade, but also should receive cordial words of commendation occasionally. Ask them to stand, and praise them. If there are little duties which are regarded as privileges, grant these only to those who are on time. Call attention occasionally to some good thing in the earlier part of the program that was missed by the late-comers. Keep the late-comers standing in the hallway or near the entrance and allow them to be seated only at certain intervals in the program. Those who are on time should be seated toward the front, compactly, so that the order of worship is less interfered with by those who come in late.

3. In addition to all that was brought out in this Junior conference regarding the securing of reverence, the main thing remains to be said, namely, that the order of worship should be of such a character as will develop the attitude of reverence in the Juniors. Each order of worship should be built around a single defi-

nite theme and should be graded, of course. The songs should be such as may be understood and appreciated by the Juniors, and will at the same time express their own true emotions. So with the prayer and the Scripture. Occasionally the theme of the order of worship possibly might be some phase of reverence, so that it will teach reverence definitely, and at the same time every well-arranged, graded order of worship will evoke the emotion of reverence, and will promote genuine worship.

4. What do you think of Mrs. Gray's experience in taking the boys walnut-hunting? Can you relate any similar experience? Of course you would not take a class after walnuts unless you had reason to believe that there were walnuts where you were going. If the Juniors have had fun under your leadership between Sundays, likely they will cooperate with you on Sunday. Besides, an occasional outing gives the teacher a chance to do some good teaching without seeming to teach at all.

5. What is the best suggestion given in this chapter for getting the note-book work done by the pupils? Why?

6. It is not true, as some have claimed, that the Junior period is the great memory period of life, and there is a danger of requiring too much rote memorizing on the part of the Junior, but at the same time the Junior is able now to do a considerable amount of memorizing, and we should be concerned to assist him in memorizing a number of selections of Scripture and a number of the best Junior hymns. In all memory work it is of the highest importance that the Junior

understand and appreciate and use everything that he memorizes.

7. Read, in "The Junior Workers and Work," the following chapters: The Value of Handwork, Play in Religious Education, The Service of Worship, The Teacher's Work Between Sundays. Read Miss Hartley's "The Use of Projects in Religious Education." See particularly her Chapter IV, Mastering the Memory Work.

CHAPTER III

FINDING GOOD TEACHERS

The work Mrs. Richards was doing in her department began to attract the attention of other Junior workers, who visited her department and asked her for suggestions. One of these visitors was a Mrs. Jackson.

"It was certainly kind of you, Mrs. Richards, to give me one whole afternoon in your home just to talk about Junior work. I was glad to visit in the Junior Department of your Sunday school last Sunday, but of course it was impossible to ask you any questions during the session, and there are a great many things I want to know.

A SUPERINTENDENT'S PROBLEM

"I have been appointed to take charge of the Junior Department in our school, beginning next month, and I am trying to visit as many schools as I can, and to hold as many conferences with the leaders as possible before I actually begin the work.

"You see I have brought my note-book, as I want to keep in permanent form all the helpful suggestions I get from you. I expect I shall refer to them many times while I am new in the work."

"That is a good idea, Mrs. Jackson. You can put

your notes into a scrap-book. *Your scrap-book will prove to be your best friend.* I could not get along without mine. I am constantly on the lookout for suitable stories and story-materials, suggestive programs, hints for posters and birthday calendars, seasonal suggestions for special-day programs, decorations, games, and entertainments for week-day activities—in fact, anything I think I might use.

"Then, in connection with this, I also have in the attic a scrap-box in which I keep a collection of pictures from magazines. Occasionally the cover of a religious magazine will have on it a scene in Palestine. I save the pictures of people in other countries, using these pictures in missionary posters. Sometimes I use them to illustrate a story I have been telling."

"I am beginning to think," said Mrs. Jackson, "that a Junior superintendent has real work to do. They told me all I should have to do would be to prepare an opening-service program and to see that each class had a teacher. It looked easy, but, Mrs. Richards, I am worried about it, and, the more I visit and see what others are doing, the more worried I am. I know now that we do not have the right kind of teachers, and I don't know how to select them."

"You are making progress, Mrs. Jackson, when you discover that *your chief problem is the problem of teachers.* There are certain qualifications a Junior teacher must have if she makes a success of the work, and, if you keep these in mind, your task will be less difficult.

"First, let me suggest a few different kinds of teachers you should avoid.

THE TEACHERS NOT WANTED

"In thinking of the wrong kind of teachers, I place first on the list the *solemn, long-faced teacher,* who sees only the vilest of sinners in a class of Junior boys, and who never has a smile for them, but constantly threatens them with eternal punishment and offers them no hope of heaven because they are 'so naughty.'

"I knew this sort of teacher in a Primary Department. One morning the boys were rather restless during the opening service, and she kept frowning at them, but it apparently had no effect upon them.

"After church was over, and the mother of one of the boys had reached home, she took her small son to task about his conduct. 'Why were you so naughty in Sunday school this morning, Newton? Didn't you see the teacher frowning and shaking her head at you?' 'Yes, that's why we did it,' said Newton. 'Well, just remember that it must not happen again,' said the mother. 'Aw, mother, she's no teacher for boys. Why can't we have one that can take a joke.'

"And his mother was telling me just the other day how happy Newton was this year. He says his new teacher smiles and says, 'Good morning,' and listens to what the boys have to say before Sunday school begins, and he says, 'We wouldn't do anything she didn't want us to do for anything in the world.'

"Just so in dealing with Juniors. We can't present to them a dismal, gloomy religion. They are not ready for deep, serious thoughts. We must offer them all that is bright and happy and beautiful if we want them to live as Christians.

"The next type of teacher to avoid is *the one who teaches to satisfy a troubled conscience.* Such an individual usually will say when asked to teach a class, 'Oh, I know I ought to do something. It's awful the way I neglect my church. Yes, I'll try a Sunday school class.'

"So she takes the class. But that is about all you can say for her. Usually she prepares the lesson during the opening service. Then, during the lesson period, you see her glancing frequently at the clock, and, when the signal for closing is given, you can readily note the relieved expression that settles over her face. The result of it all is that the teacher's conscience is satisfied for one more week. As for the class, 'out of sight, out of mind.'

"Then there is *the teacher who teaches to improve her mind.* She thinks she is growing 'rusty' on Bible study, and takes a class to 'brush up a bit.' She may get the information she wants, but the members of the class do not get anything. She usually presents the lesson to the class from an adult point of view instead of making it simple, interesting, and vital to the Juniors.

"Also there is *the 'weak-willed' teacher.* She has no personality. The pupils make her nervous. She can't manage them and is sure she 'had better give up the class,' but never does. If she only would quit, the situation would be relieved, but she only complains.

"I knew one teacher of this type, a woman of middle age. One day she was complaining of those 'dreadful boys' in her class during a teachers' conference, when a little girl just fourteen years old, who

had been teaching a class of girls, said, 'I'd be glad to trade classes with Mrs. Knox. I think I could manage those six boys. I like little boys.'

HAPPY, PROGRESSIVE TEACHERS

"The exchange of classes was effected, and the following Sunday morning found this girl with this troublesome class of little boys. She greeted each with a winning smile, and, when a hymn was announced, she said, 'Now, boys, let us see if we can't sing better than those girls over there.' They did. She won them completely, and that class of boys became the best class in the department.

"Another type to avoid is *the teacher who is always discouraged,* who needs constant attention, and who wants to be coaxed to continue her work. It takes much flattery to keep her working. Such a teacher is enough to wreck the nerves of any superintendent.

"Last of all, *beware of the teacher who knows so much she can learn no more,* who has no use for information along any line of Sunday school work, and who will not accept suggestions. When they reach that stage, they are impossible, absolutely hopeless.

"Now let us sum up *the qualifications of a good Junior teacher.* First, let us say that she must have a winning personality. Second, she ought to have some knowledge of the characteristics of Juniors. Third, she should have faith in the spiritual possibilities of each boy and girl. Fourth, she ought to be willing to cooperate in every way possible with the superintendent, the teachers, and the officers.

"The age does not always enter into consideration in the selection of a teacher. I usually prefer an experienced teacher for Juniors, but I have known high-school students to make better teachers than some who have had years of experience. If you can place an energetic high-school girl as an assistant under a capable teacher, it is a splendid training for her."

"Do you think the boys' classes should have men for teachers, Mrs. Richards?" "Yes, Mrs. Jackson, if you can find the right men. A boy naturally imitates the man he has chosen as his hero."

"I have thought perhaps that, if there were no men in the department, the boys would get the idea that Sunday school was only a place for women and children." "No, I hardly think they will get that impression until they are a little older. You see they are under authority of women in the public school, so, while it would be ideal to have men teach the older boys, it is not of vital importance."

"I shall certainly be very careful before I invite anyone to teach a Sunday school class. I did not realize the full importance of looking for just the right kind of a teacher." "You are right, Mrs. Jackson. I am impressed more and more with the great truth in the statement that 'the teacher is the hinge on which the Sunday school swings.'"

"I thank you, Mrs. Richards. You have helped me greatly." "I am very glad you called, Mrs. Jackson, and I wish you success in this new work you have undertaken. If we always remember that we are 'laborers together with God' the task is lighter."

Criticism and Discussion

1. Some of the reasons why it is difficult to find Junior teachers are the following: (1) The impression that exists that Juniors are more difficult to manage than pupils either younger or older. (2) Juniors, primarily because of their slow growth, have more energy than others for the creation of disorder, unless it is properly controlled and directed. If the superintendent and the teachers understand the Juniors and deal wisely with them, they will find them to be more easily managed than pupils of any other age.

2. Then, of course, it is difficult to find Junior teachers for the same reason that it is difficult to find good teachers for any classes in the Sunday school. The church as a whole does not value teaching as it should, and does not show proper appreciation of its teachers. Teaching involves much hard work and the living of a good life, and the church-members who are willing to pay the price are not very numerous in any church. Probably the chief reason for the shortage of teachers is that our church-members have not been trained to teach, and therefore do not know how to teach.

3. The main thing to be said, therefore, is that we must select our Junior teachers three, four, and five years before we expect to use them, and give them some adequate training for the work. Every Sunday school should have a group of its brightest young people in training for teaching. This training-class might very well meet at the Sunday school hour, having as the Sunday school lesson a special training-

lesson in psychology, or pedagogy, or organization, or some other phase of teacher-training. The young people also should be induced to attend conventions, institutes, assemblies, and training-schools. It is through such agencies that God calls young people to the teaching task and privilege.

4. In meeting the immediate, pressing need for teachers, the superintendent should be on the alert to discover possible teachers among the newcomers, scrutinizing those who join the church from time to time with a view to finding someone who might be enlisted as teachers. Sometimes also there are those who have been living in the community, and who have not been actively identified with the Sunday school, who might be enlisted if properly approached. There may be available a public-school teacher or a Young Men's Christian Association worker.

5. As a rule, it is not wise to appoint anyone as a permanent teacher at the start. It is better practice to "try out" teachers, both for their own sakes and the pupils' sakes. Ask the prospective teacher to act as a supply teacher, and give him or her and the class an opportunity to find out whether or not they are suited to each other before either he or the superintendent has committed himself. Then there will be no embarrassment in case it does not seem advisable that a permanent relationship be established.

6. After a teacher has been appointed as a permanent teacher, it is advisable to conduct a simple, impressive inaugural service in the assembly-period. This magnifies the teaching-function in the thinking of both the teacher and the members of the class. It

develops appreciation of the work of the teacher on the part of the members of the department. There may be first a sympathetic statement by the superintendent, and then a prayer for the teacher and the class, followed by the singing of an appropriate song.

7. It is of the highest importance that the superintendent show, in every way possible, cordial appreciation of the teachers—in attitude, in word, in prayer, and in conduct. The superintendent should see that there is held regularly a departmental conference, in which there is a real interchange of sympathy, suggestion, and appreciation. The superintendent should not say, "This is what I have decided to do, and what do you think about it?" but should, as a rule, seek to get full and frank expression from the teachers first with regard to the problems and needs of the department. The superintendent should court criticism, and profit by it. The superintendent should be a leader, but not a boss, and should bring all the teachers to feel that they are real coworkers with him. He should try tactfully to get them to conscientiously assume their proportionate share of responsibility and to give of their best thought and service in real cooperation. Through a departmental conference, properly utilized, the teachers are made to realize the importance of their work, and there is developed in them a departmental *esprit de corps*.

8. Read, in "The Junior Worker and Work," the following chapters: Organization and Management and The Teacher's Work Between Sundays. Read Chapter XI, The Monthly Workers' Meeting, in "The Juniors: How to Teach and Train Them."

CHAPTER IV

HOW TO TEACH JUNIORS

At the close of a Junior conference one evening in April, Mrs. Richards made the following announcement: "The State Sunday School Convention will be held in this city next week, and this will be a great opportunity for us. I am especially interested in the Junior conferences to be conducted by Miss Lola Sherwood, who has a national reputation as a Junior specialist."

After some discussion, all the teachers of the department agreed to attend the convention.

On the first day of the convention Miss Sherwood gave a splendid lecture on "Methods of Teaching," and this was followed by departmental conferences, with Miss Sherwood in charge of the Junior conference.

She said: "We have one hour to devote to Junior work. Let us make the best possible use of our time. I shall try to answer questions on any subject pertaining to Junior work. Who will be the first to ask one?"

USE MANY METHODS

Delegate Number One: "Miss Sherwood, you spoke of the various methods of teaching. What do you consider the best method for teaching Juniors?"

Miss Sherwood: "I do not consider any *one* method best. In teaching Juniors, you will sometimes find it necessary to combine several methods in the teaching of one lesson. To be a successful teacher, you must use pictures and objects, blackboard, maps, stories, drills, etc.

"I don't mean, of course, that all these will be used with any one lesson. With one lesson you might want to use the question-and-answer method chiefly. With another lesson you might draw on the blackboard, locating the city or the places connected with the lesson, and build around that your lesson-teaching. With another lesson, you could begin with the story of the new lesson, and follow this with questions or map-work, or with some sort of expressional work by the pupils. It depends on the material used and the children taught as to the method used. With an occasional lesson, it will be well to begin with an extra-biblical story that has in it the same teaching as the Bible lesson. Whatever the method there must be a large measure of participation by the pupils."

MORE THAN TALK BY TEACHER

Delegate Number Two: "I have only thirty minutes for my class, and I don't have time for any questions, and I think the teacher should make good use of the time. I am sure I do, and *I* use it all in explaining the Scriptures, verse by verse. If I stopped to use the blackboard, I would never have time to get over all the Scripture and explain it thoroughly."

Miss Sherwood: "Then you give the Junior no

chance for self-expression. That is a mistake. Someone has said, 'Inexpression mentally is the same as indigestion physically.' You say you explain the Scripture thoroughly, but how do you know you do, if you do not allow the child to ask questions or to express himself in any way? *You* may understand, but how do you test the child? You may preach at him thirty minutes, but do you teach him?

"It is characteristic of the Junior that he likes to do things. He should be given a chance in some part of the lesson-period to ask questions, or to tell part of the lesson-story, or to impersonate one of the characters in the lesson, or to tell of some particular way in which he has helped to serve Jesus during the past week.

"Juniors like to tell about the things they do, and isn't this the only way we can know whether or not they are trying to live and do the things we are trying to teach them? It has been said, 'What a child sees he sometimes forgets, what a child hears he often forgets, but what a child does he rarely forgets.' So, teachers, do not do it all. Let the Junior have a part in the lesson period."

PICTURES IN TEACHING

Delegate Number Three: "Please, may I say a word here? I was interested in your lecture this morning and in what you had to say about the use of pictures in teaching. I had an experience recently that taught me a lesson I shall not soon forget. I had never before fully realized the power of the 'silent lessons'

pictures teach, and how they save a child from the crudities of his own imagination.

"I was looking over the work-book of a ten-year-old Junior, and came to the lesson 'Jesus Dining in the House of Simon the Pharisee.' One of the search-questions asked in the work-book was, 'How was it possible to anoint the feet of Jesus while he was at the dinner-table?'

"To be pasted in the work-book for the lesson that day was a picture of the guests reclining at the table in Simon's home, but the child had lost the picture, and this was the answer he gave: 'I suppose she crawled under the table.' I realized then the importance of pictures, and also the necessity of teaching the lesson first and then giving the Junior his home work to do."

Miss Sherwood: "Yes, your experience emphasizes the importance of explaining to the Junior the customs and habits of the Bible people. It is the only way of making the characters real and their teaching of value to the boys and girls."

Delegate Number Four: "Do you think we should urge the Juniors to stay for church?"

Miss Sherwood: "I certainly do. This has been called the habit-forming age. What better habit can we help the Junior to form than to remain for worship in the house of God. The Junior should help in singing the great hymns of the church and should help read the responsive Scripture passages, and to find the text of the sermon in his own Bible, and perhaps take a few notes on the sermon. I knew a Junior superintendent who would take a few minutes each Sunday

morning at Sunday school for the Juniors to tell of something of interest from the sermon the previous Sunday. It was surprising how much they could tell, and the interest it created."

CORRELATION OF JUNIOR AGENCIES

Delegate Number Five: "Miss Sherwood, I am not a Sunday school worker, but have charge of the Junior Epworth League, and I have trouble with the memory work. The boys and girls all say they have too much of that in Sunday school, and won't work for me. Should I insist or not? I don't think the Sunday school should do all the training."

Delegate Number Six: "I have charge of the Junior B. Y. P. U., and we have the same teachers for Sunday school and B. Y. P. U., so they know just what to plan for each session. Our only trouble is in the attendance; we have only about one-fourth the attendance of the Sunday school."

Delegate Number Seven: "We conduct our Christian Endeavor much the same as this B. Y. P. U. superintendent does, using the Sunday school workers in the C. E., but the children are being organized into mission bands and temperance bands, and some of the parents object to so much, and besides we don't get all the good teaching to all the children."

Miss Sherwood: "Junior workers, you see the need for cooperation among the leaders of children's work. Mission bands, Sunday school, temperance bands, Sunday afternoon or evening societies, the teaching in all are of vital importance to the Junior. Why can't we

all join hands and work together? If those who are responsible for the teaching of missions, those who are responsible for the teaching of temperance, and the Sunday school workers, etc., could decide upon one Junior course of study, covering all the subjects to be taught, how much better it would be?

"All this work cannot be taken care of in the Sunday school alone, as it is now organized; nor in your Epworth League, your B. Y. P. U., or your C. E.; nor in all of them together. Consequently, there are being developed week-day schools of religious education and summer vacation Bible schools. Out of our experimentation and our efforts to properly correlate the various educational organizations, there will come a new and better school of the church.

"Our time is up, and we must close promptly, and not interfere with the next session."

Criticism and Discussion

1. Was Miss Sherwood right in saying that there is no one best method of teaching Juniors? May we not go further and say that any one method, no matter how good, if used every Sunday, becomes in time a bad method? Variety here is the spice of life, and the *hope* of life. Keep the Juniors guessing. Keep their curiosity alive, if you want real attention.

2. One skilful teacher of Juniors says: "Beware of questions at the beginning of the teaching period. First do something or say something yourself that will get attention and arouse interest. As a rule, begin it with the lesson itself, and present it interestingly, with story, or picture, or object, or map, or blackboard, etc.

Do not lead up to the lesson gradually with a series of questions, with the idea of finding the point of contact. Begin with the lesson itself, with the teaching unit, the one practical truth that you want to teach, and do that in a fresh, vital way, and the point of contact will take care of itself. If it does not, then you can make any necessary connections with what the pupils already know, after you get the new lesson before them.

3. What do you think of Miss Sherwood's emphasis on self-expression on the part of the pupils? It is well, then, to keep in mind that we are not training Juniors *for* life, but that we are training them *in* life. The best way to get them ready for life in the years to come is to help them to live joyous, useful Christian lives now. Therefore, it is of the highest importance to make much of self-expression in the class by having them to ask and answer questions; by having them to study and to dramatize the stories; by having them to make things that will strengthen impressions; and by having them to cooperate in the making of things that can be put to some good use by others on a mission field or elsewhere. It is important also to seek to influence and to take account of their various week-day activities, and to direct the class occasionally in rendering some needed and suitable community service.

4. In connection with what has been said in this chapter in regard to the use of pictures with Juniors, a word should be said concerning the use of pictures on the walls of the assembly-room and the classrooms. These pictures should be carefully selected, and should

be changed every three months, through an exchange arrangement with the Junior departments of other schools. When a new picture is placed in an assembly-room or a classroom, it should be done impressively, with some simple ceremony and the telling of some appropriate teaching-story.

5. What is the relation of the work being done in the Junior Department of your Sunday school to that which is being done in other Junior organizations in your church? Is there duplication of effort and waste of energy? Is there not something you can do to remedy the situation? If the whole educational work in your church is not properly correlated, might it not be wise for you to arrange for and to have called a meeting of all the Junior leaders of the church for conference?

6. In some Junior departments it is advisable to teach the teachers definitely how to teach the lessons, and to utilize a part of the time of the weekly departmental conference for the purpose. The superintendent, or someone else who is competent, gives the teachers specific instructions regarding the effective handling of the three or four graded lessons on the following Sunday.

7. Of course Junior superintendents and teachers must attend conventions, institutes, conferences, and assemblies, in order to gain practical help and inspiration. Of course they must read magazines of principles and methods. Of course each of them must read an average of at least one good book on Junior work every three months. Of course they must visit other good Junior departments.

8. Read "The Sunday School Worker" regularly. Read the first three chapters in "The Junior Worker and Work." Read also Chapters XII, XIII, and XXI in the same book. Read "The Blackboard Class," by Darnell. Read "The Use of Projects in Religious Education," by Hartley. Read "Story-Telling Lessons," by Tralle.

CHAPTER V

TEACHING MISSIONS TO JUNIORS

After a few chords of soft music, Mrs. Richards stepped quietly to the platform. "Let us all stand and repeat the 'Great Love' verse," and all repeated in unison, "For God so loved the world that he gave his only begotten Son, that whosoever believeth on him should not perish, but have everlasting life."

"Where do we find this verse?" and all answered, "John 3 : 16." "You may be seated now. Boys and girls, we have a visitor with us today, Mrs. Van Deventer, from the First Christian Church, and she is going to tell us a story."

THE STORY OF A HINDU GIRL

"Karuni was a little Hindu girl, who lived in India with her father and mother, and with her two brothers, who loved her dearly.

"It was unusual for a little girl twelve years old to be living at home, for it is the custom in India for little girls to marry before they reach that age, and then they must live as slaves in the homes of their husbands.

"One morning, while Karuni was playing in the courtyard, she heard her mother calling, 'Karuni, where are your brothers?' 'They have gone to take

the grain to market, mother.' 'Then come quickly, for we are going to take a journey.' 'Where, mother, where?' 'To the home of your uncle.'

"This did not please Karuni, for she did not like her uncle. He was old and cross and ugly.

"Little did she dream that, years before, she had been pledged by the priest to this very uncle, and, because her brothers had loved her so dearly, they had refused to allow the ceremony to be finished.

"But the mother, anxious to gain favor with the priests, seized this opportunity, while the brothers were away, to finish the marriage.

"'Come quickly, Karuni, bring the cheese and sweet butter, while I get some fruit to put in our lunch-basket.'

"The ox-cart man soon arrived, and Karuni and her mother climbed into the cart and started on the way.

"After a long, tiresome journey in the bumpy cart, they reached the uncle's home. Karuni was fast asleep, and her mother carried her into the house.

"The next morning, when Karuni awakened, she saw that the house was decorated for a wedding, and she was so frightened she called, 'Mother, oh, mother!'

"'Your mother has gone home, and we are to dress you for the wedding,' said one of the women.

"Karuni cried loud and long, and would not let anyone dress her. At last they sent for the priest, and he took her to the temple.

"When they brought her back, there were ugly red lines burned on her forehead and eyelids.

" Poor little Karuni was married. No more play for her. Just long days of hard work as a slave.

" One day, when she was going to the well for water, she noticed a group of women, and she stopped to see what they were doing. In the center of this group was a strange-looking woman with a white face, talking to them.

" Karuni had never seen such a beautiful face. She looked happy, and Karuni had never seen a happy woman. As she listened she heard strange words about a god named Jesus, who really loved little girls.

" Something strange and beautiful filled Karuni's heart as she listened. She forgot to hurry home with the heavy jug of water until she heard her aunt calling.

" When she reached the door, one of the older wives said angrily, ' Why have you been so long getting that jug of water? '

" ' Oh, aunt, I have been listening to the most beautiful woman, and she said there was a God.' ' Ah! so that is what you have been doing! I will see that you get the beating you deserve.'

" Although she suffered dreadfully from the beating, the beautiful thought of the wonderful God never left her mind, and again the next day she went to the well.

" The beautiful lady was there again, and she was reading from a little book, ' For God so loved the world, that he gave his only begotten Son, that whosoever believeth on him should not perish, but have everlasting life.' Then she said that ' whosoever ' meant girls and women as well as men.

" Karuni hurried home, but her husband had missed

her, and, guessing where she had been, met her at the door and loudly said, 'Have you been listening to that foreign woman again?' 'Yes, she is beautiful and——' 'I will tie you to the rafters by your thumbs, and then I know you will not go again.'

"How long she had been hanging there Karuni never knew. Suddenly she heard a voice near her saying, 'Come, Karuni, we will go and live at the mission.

"It was one of the women that had been at the well and had listened to the missionary, and had come in the night to save Karuni.

"The kind missionary was glad to have them come to her, and Karuni was happy to find a home where she was loved and where she could learn more about the wonderful God who loved little girls.

"One of the verses she learned from the missionary's 'little book' was 'Be ye doers of the Word, and not hearers only.'

"Karuni is studying hard, so she can go back to teli the story of Jesus to the other little girls of India who are still slaves."

SINGING AND PRAYER

At the conclusion of the telling of the story, Mrs. Richards said, "Let us turn to page ten in our singing-books, and stand while we sing. Listen for the chord from the piano. Now everybody sing."

Go ye among all nations, go ye across the sea,
Go ye to far-off islands, and tell of me;
Tell those who live in darkness, who bow to brass and stone,
Tell every race and color, they are my own.

We hear the words of Jesus, we read them in his word;
We will help tell the story of Christ the Lord.
We'll tell he is the Savior, his love is untold,
Tell Jesus is the Savior of all the world.
Someone must cross the ocean, someone say, "I will go";
Someone tell Jesus' message, that they may know.
We all may share the voyage, the joy of service too;
For prayers and gifts are needed. This we can do.

"We will all bow our heads in prayer. 'Dear heavenly Father, we are so thankful that even the boys and girls can help, with their gifts and prayers, to send the message of thy wonderful love and care to the people in the far-away lands, who know nothing about thee, and who in their ignorance are so cruel to the little children in their homes. We would ask thee to bless the good missionaries who are working in India today and are telling the story of Jesus to those who have never heard it before. Make us more generous with our gifts and more faithful with our prayers, that the missionaries may do a greater and better work. Amen.' You may now pass quietly to your classes."

"Would you like to visit in one of the classes, Mrs. Van Deventer?" "No, I would rather have a short conference with you, if you have the time." "I shall be glad to talk a few minutes. I am not needed this morning. All the teachers and officers are present. I want to tell you that we greatly appreciate your coming to us with this good story. I think the story-telling method is the best way to teach missions." "I think so too, and another good way is through Bible verses. What memory verses do you use?"

"Some of the best missionary verses for Juniors, I

think, are Mark 16 : 15; Matthew 5 : 16; Acts 22 : 15; John 13 : 35; Matthew 10 : 8b; Matthew 22 : 37-39, and the ones we used in this service."

"When do you take the missionary offering, Mrs. Richards?" "Once a month. We used to set aside a percentage of the offering each Sunday, but I find the children like to have their offerings go to missions the day we have the missionary program."

"How readily Juniors respond if we but awaken an interest, and they so enjoy 'doing things.' I must go now, Mrs. Richards. It has indeed been a pleasure to meet you and all your Juniors. Good-bye." "Good-bye. Come again, Mrs. Van Deventer."

Criticism and Discussion

1. Here is a fine suggestion for the teaching of missions in a properly graded, skilfully arranged order of worship. Such an order of worship is far more than mere "opening exercises." It becomes a "teaching-period," just as truly as is the class period. Of course there will be missionary teaching in the teaching-period. A number of the graded lessons are missionary lessons, and, in connection with the other lessons, there may be used some missionary illustrations and stories. At the same time the order of worship frequently should be distinctively missionary in its character. In some Junior departments there is a missionary order of worship about once a month.

2. Note that this order of worship consists chiefly of a story. Here too is a fine suggestion. In many a Junior order of worship there is too much material.

It is better not to have so much and to make the most of the materials that are used.

3. There should be a frequent use of good teaching-stories in the orders of worship. Stories are more interesting than anything else that goes into the making of an order of worship. They appeal strongly to the imagination, and develop a sense of reality. They develop desirable emotions and senses of value. They visualize standards of action, and become effective motives in the Junior's life and activities.

4. Observe that there was no song at the beginning of this order of worship. Very frequently it is desirable to begin with something other than singing, for the sake of variety and interest and effectiveness. To begin with three songs, one after the other, as is done in some Junior departments Sunday after Sunday, is inexcusable. It develops formality rather than vitality.

5. Note that everything in this order of worship is missionary in character, fitting into the idea contained in the story, so that it is possible to make a single, definite, strong impression. This is the only way to do the best teaching through an order of worship.

6. Observe that the story-teller did not stop during the telling of the story to ask questions and to indulge in "preaching." And when the story ended, it stopped. There was no attempt on the part of the story-teller to explain the story to the boys and girls. The story had already done its own explaining, and made its own impression. Nor did the superintendent say, "We are so thankful to Mrs. Deventer for this story" or "How did you like that story?" Instead,

she left the story to do its own teaching, and quietly led the department in the singing of a song which would tend to deepen the impression of the story.

7. Observe how many quotation marks there are in this story. This large use of direct discourse, in connection with impersonation and imitation in the telling, enabled the Juniors to visualize Karuni, the brothers, the mother, the husband, and the other characters, and thus there was developed in them a sense of reality, with a strong appeal to the emotions and the will.

8. Read Tralle's "Story-Telling Lessons," Eggleston's "The Use of the Story in Religious Education," and Miller's "Dramatization of Bible Stories." Some books containing stories suitable for Juniors are the following: "World Stories Retold," Sly; "Stories for Talks to Boys," Cheley; "Ethics for Children," Cabot; "Worth While Stories for Every Day," Evans. Read the following: "Missionary Education for Juniors," Hutton; "Graded Missionary Instruction in the Church School," Beard; "Missionary Program Material," Ferris. See Chapter XIII, Missionary Education, in "The Juniors: How to Teach and Train Them."

CHAPTER VI

WEEK-DAY ACTIVITIES

When Mrs. Richards opened her morning's mail, she found the following letter: "My dear Mrs. Richards: Can you arrange to meet with our Junior teachers and officers in our departmental conference next Friday evening? We want you to talk about 'Week-day Activities.' We should appreciate your coming to us very much, and shall anxiously await a reply. Sincerely, your friend, Gwen Harper."

At first Mrs. Richards thought: "Oh, that is impossible, I can never talk to those teachers. Why don't they get a specialist?" And then she thought of a little verse a friend of hers had so often used.

> If you help me and I help you,
> Then we are both helped, don't you see?
> And I am sure, and are not you?
> 'Tis what our Lord would have us do.

So she wrote saying that she would be glad to attend the conference and to help in any way she could. On Friday evening Mrs. Richards arrived at the church, and was met at the door by Miss Harper.

After being introduced as the speaker of the evening, Mrs. Richards said, "My friends, I am glad to be with you tonight. I shall not attempt to make a speech, but shall just conduct a conference, as I should

at home with our own teachers. Miss Harper tells me the subject for discussion this evening is 'Week-day Activities.'

WHY WEEK-DAY ACTIVITIES?

"In preparing for this conference, two questions came to my mind. Why should we have Junior week-day activities? What kind of activities should we conduct? Before we answer these questions, perhaps it would be wise to consider for a moment some of the characteristics of the Juniors.

"Some writer has said, 'At this age the child is at the height of physical activity.' And no one has a better opportunity than the Sunday school teacher to discover just how 'full of energy' the Junior really is.

"Teachers of psychology tell us that more games are played now than at any other time in life. And the Junior's games are games of action, such as running and jumping, skating and swimming, baseball and basket-ball. Moreover, the Juniors are able now to develop skill in playing their games, and also to play by rule.

"The Juniors are still self-centered to a great extent, but at the same time the social impulses are becoming strong. They want companions, and they enjoy organization. The Junior likes to 'belong to a club' or some other organization.

"Then the Juniors like dramatic play. Haven't you often been asked by a junior to 'buy a ticket to the big circus' or the 'wild west show,' to be held on the vacant lot just around the corner? I have, and what imitation of clowns, policemen, and brass bands!

"Since these things are true of the Juniors, we workers have an opportunity to provide for some effective religious training between Sundays, through properly organized and supervised week-day activities.

"What an excellent chance here for the teacher of the organized class! A week-day meeting is a good reward for completed work that the teacher has required of them. And what a chance the teacher has to get acquainted with and to observe the Junior at play with his companions. She sees him then without his 'Sunday manners' (if the Junior has any such thing). The Junior will become better acquainted with his teacher too.

"I think the Junior will work harder if the reward offered for excellence is a party than if it is a prize of some sort.

"Here is a chance, in these group activities, for the teacher to help the Junior to overcome his selfishness, to play the game by rule, and to be fair and honest. If we correct the little, selfish faults of today in this way, it may be that we shall prevent the cheating and stealing of tomorrow.

"Not alone do the classes benefit by week-day activities, but the department as well. The Junior should be loyal to the department as well as to his class. So it is necessary for the whole department to have several outings or parties during the year.

"Again, we may take advantage of our knowledge of the Junior characteristics in his 'desire to excel,' and may use an outing or social affair as a reward in a membership or memory contest, the losing side to entertain the winning side.

THREE AFFAIRS EACH YEAR

"Almost any department can manage three social affairs each year very nicely. In our own department we always have a Christmas party about a week before Christmas. It is always hard to play games of action indoors, but there are a number that are active and yet not too noisy. So we play for about an hour, and then we have a program in which the boys and girls take an active part. We usually have some good Christmas stories told by the superintendent or teachers, and always provide some little treat.

"One year we asked the Juniors to come to the church and help decorate for the party. They brought with them various kinds of Christmas decorations. And how they did enjoy that party! It was one of the happiest times we ever had. Don't make the mistake of 'doing for the junior,' but help him '*to do*.'

"An outing in the spring and one in the fall will appeal to the Juniors' love of nature. In the woods or city parks, the boys and girls can indulge in the noisy, active games of their liking. And what a hero is the teacher that can play the game better than the Junior! Here again is a chance for a good story.

"I see that some of you smile when I suggest a story outdoors. But you try it. After an hour and a half of active games, they are glad to throw themselves upon the ground and to rest and listen to a good story-teller. Here is an excellent opportunity for the telling of a good teaching-story. And also you have the group together, and it is easier to start them all home at once and on time.

"There are many things apparently so trifling in themselves as to hardly merit recognition, and yet each in its way is of great importance toward training the Junior. In connection with these week-day activities, we have opportunity to care for many secondary phases of religious training which become primary in their effect upon life and conduct."

Miss Harper took charge of the conference, and Mrs. Richards answered many questions.

JUNIOR SERVICE-ACTIVITIES

"Can you tell us," said one of those present, "of some service-activities for Juniors as well as play-activities"?

"Yes," said Mrs. Richards, "there are various types of service-activities that are possible for Juniors. The Junior Department may be a part of a chorus that participates in a patriotic celebration on the anniversary of Washington or Lincoln, or may assist in some other community demonstration of a civic or temperance character.

"A Junior class may carry food or clothing to a poor family, or may sing for shut-ins, or may dramatize a story in a hospital, a 'home,' or some other institution. Juniors may deliver messages or announcements for the Junior superintendent, the general superintendent, or the pastor. Juniors may assist in decorating the Junior assembly-room for rally day, Lincoln's birthday, or some other special day.

"Our Juniors have done all these things, and I have heard of other suitable week-day activities for Juniors.

Once we had our Juniors busy for two hours one afternoon putting into the hands of someone in each of the homes connected with our church a printed statement of the assets and the needs of our department, and the results were most gratifying."

At the close of the conference many favorable comments were heard—how very "interesting" and how "delightful" it was to have a visiting leader sometimes.

Criticism and Discussion

1. What do you think of the suggestion that the week-day activities be considered in the nature of a reward by the Juniors? If the assembly-room is to be decorated for some special day or occasion, would it be advisable to *allow* it to be done by that class that has made the best average grade during the preceding month or quarter?

2. Can you suggest any other types of week-day activities for Juniors? If possible, tell of something your Juniors have done. Tell how you got them to do it, and give your judgment regarding the value of the results. Give your reasons.

3. What is the greatest difficulty to overcome in connection with week-day Junior activities correlated with the Sunday school? Why? Is the difficulty with the Juniors themselves, with their parents, with their teacher, with the leaders in the church, or with yourself? Be frank.

4. When there is a money-cost in connection with the Junior activities, how shall it be taken care of? Why? Give an example.

5. Is there any way in which the week-day activities of the Junior Department can be correlated with the Junior's activities in the home and the public school? How? Relate some experiences in this connection, if possible.

6. How may the week-day activities of the Sunday school be most successfully correlated with those which are under the supervision of the missionary and other Junior organizations in the church? Give some examples of how it has been done, if possible.

7. Some important beginnings have been made in week-day religious education, where effort is made to so organize the school of the church as to include systematic instruction and training between Sundays, in addition to the Sunday sessions, with a correlation and utilization of all the educational agencies of the church. In the early stages of this new development, at least, the Juniors seem to be the largest beneficiaries, probably for the reason that they possess a larger store of energy and time on which to draw than do the older pupils, and that they are more easily enlisted and directed. It has not been difficult to secure the release of the pupils from the public schools for an hour or two each week for this week-day religious education, and in some cases the public-school building has been used for the purpose, though the use of a church-building probably is preferable. One of the problems in connection with the week-day sessions of the school of the church is the securing of suitable materials—the lessons. In some cases the attempt has been made to adapt the graded Sunday school lessons to this extra use. Some denominations are making pro-

vision for the creation of wholly new graded lessons for use in the week-day schools of religious education. It is customary for several churches in a community to cooperate in the week-day school of religion. In some communities the work is denominational, and in others it is interdenominational. This comparatively new phase of religious education by the school of the church has in it tremendous possibilities for good, and doubtless, out of experimentation and through large-minded cooperation, there will be evolved a comprehensive system of graded materials and coordinated activities, with a desirable degree of standardization.

8. Read "The Sunday School Between Sundays," Knapp; "How to Conduct a Church Vacation School," Gage; "The Week-day Church School," Squires.

CHAPTER VII

MAKING THE MOST OF RECORDS

Mr. Perry, the general superintendent, entered the Junior Department of the Sunday school and said in his cheery way, "Good morning, Mrs. Richards. How is the work progressing in this department?"

"Very nicely, Mr. Perry, in most respects, but I wish we had some way systematically to follow up the absentees. We have a good attendance, and the department is growing in numbers, but some pupils are missing.

A GOOD SYSTEM OF RECORDS

"Some of our teachers have been very faithful in caring for the members of their classes, but others do not have the time to call on the absent ones each week. I try to call on those who are reported ill, but, as our department grows, I shall be unable to do all of this myself.

"Furthermore, I am not satisfied with our system of records. Our records are incomplete. Our report only gives the number present, the amount of the collection from each class, and the total as a department. I think we should have an individual report of each child enrolled."

"I think so too. Suppose you look into this matter, and come prepared to report on the subject at the next

officers' conference. If we can find a system that will meet the needs of our school, we can adopt it at once."

Mrs. Richards spent some time hunting for such a system of records as would provide for records for each child, showing his standing for the quarter. She also wanted something in which the pupil would be interested, and in which he would have a pride, something he could take home and show to his parents.

She felt that such a system of records would make the work of the Sunday school seem much more worth while. She wanted the children to regard the work in the Sunday school as being of as much importance as the work in the public school, instead of holding the attitude they now had, that anything would do for the Sunday school.

Mrs. Richards was delighted with the results of the conference. A system of records was adopted that seemed to fully meet the needs of the school. It was a card system. On one side of the card was a historical record of the child, giving the name, address, telephone number, date of birth, age, old or new pupil, guardian or parent, public school grade, date enrolled, department, class, date of promotion, church connection, date joined our church, parents' church, date of withdrawal and reasons for, remarks.

On the other side of the card was name of pupil, name of teacher, and spaces for recording each Sunday the attendance (forty per cent), punctuality (twenty per cent), preparation (thirty per cent), offering (ten per cent), total (one hundred per cent).

The percentages were printed on the card, and any markings would mean imperfections.

FINDING THE RIGHT SECRETARY

On the following Sunday morning Mrs. Richards explained to the boys and girls that each individual would have a grade card and that a careful record would be kept; and at the end of the quarter she would place upon the bulletin board a list of the names of those having one hundred per cent. Only marks against the pupil were made, and therefore a clean card meant one hundred per cent.

The cards worked like a charm. On the very next Sunday morning one little girl came to Sunday school without her breakfast because she didn't want to be late and get a black mark on her card.

"Surely, Mr. Perry, this is a big step toward the coveted ideal," said Mrs. Richards, when she and the general superintendent were talking over the matter. "This system of records, if properly kept, will improve all lines of the work. Now we shall have to search for a capable secretary."

"That is right, Mrs. Richards, there is a great work for the secretary. This is one of the most neglected lines of work of the Sunday school. Have you any idea where you can find the kind of a Junior secretary you want?"

"No, unless I can persuade a little mother I know to do the work." "Does she attend Sunday school?" "No, she does not; but, if I could get her interested, she would make a good one, I am sure." "Let me know if you succeed in securing her services." "I shall, Mr. Perry."

A few days later, Mrs. Richards called on Mrs.

Harris, the mother of one of her Junior boys. "Mrs. Harris, I have called to ask you to accept the office of secretary in the Junior Department of our Sunday school."

"Oh, Mrs. Richards, I do not know anything about Sunday school. I had better go as a pupil. No, I never could accept an office. Get some of the high-school students, who are quick with figures and have not the care of a home on their minds, to do that kind of work."

"No, Mrs. Harris, I do not want a young student for this place. It is true that we want someone quick at figures, but that is the least of my concern. I want a secretary who will be faithful, who will have a sympathetic interest in the boys and girls, who will see the vision of this work, who will be willing to attend the community training-school, who will take up the task and uncomplainingly surmount all obstacles and help in every way to make our department an ideal one. I know if I have your promise to do this I can depend on you."

LEARNING HOW TO BE A SECRETARY

"Well, I can try if you really want me, but I know nothing about Sunday school work."

"Then you will have no bad habits to break. Can you go to the training-school with me next Monday evening?" "Yes, I can arrange to go." "Thank you, Mrs. Harris. I shall report to Mr. Perry at once that I have found my secretary."

Mrs. Harris attended the community training-

school. She studied child psychology, Junior methods, and a special course for the Sunday school secretary. She read all the best books on the subject, and Mrs. Richards had no cause for disappointment in the results.

The new record system was a success under the direction of Mrs. Harris. After a time, however, it became evident that there was need to adopt some means for increasing interest in the records. So, at a meeting of the Junior conference, it was decided to try to work by classes, and it was planned to award a banner or pennant to the class in which each member had received one hundred per cent, calling this a perfect or a one-hundred-per-cent class for that day.

Mrs. Harris and the teachers made the pennants from green blotting paper. The "100%" cut from white paper was pasted on. These pennants were very atttractive-looking and very inexpensive.

GETTING THE PUPILS INTERESTED

At the close of the class period each Sunday Mrs. Harris would present a pennant to each class that was entitled to one, and they would hang it in their classroom. In order that the children would not lose interest and become discouraged, should there happen to be a chronic absentee in the class and the class thus be kept from getting one hundred per cent, the chronic absentees were called "associate members," and the rest "active members." The associate members did not count against the one-hundred-per-cent class. If the associate members wanted to become active mem-

bers, they had to have a one-hundred-per-cent record for three consecutive Sundays.

"Well, Mrs. Harris, now that the one-hundred-per-cent classes are nicely started, I have an idea about looking after your absent boys and girls," said the general superintendent at one of the officers' conferences. "If you had an assistant, you could compile a list of the names and addresses and phone numbers of every absent pupil each Sunday and then call, telephone, or send a note, or in some other way reach them, and learn the cause of their absence and let them know you missed them and are looking for them to come back soon."

"That is a fine suggestion, Mr. Perry, and you can help me to find that assistant."

One year later Mrs. Richards was visiting a friend, who also was a Junior superintendent. "And you say you look after the absentees every week? How do you manage it?"

"We try different plans, Mrs. Clark. We find we must change frequently, for no device, however good, will long satisfy the Junior. For a while we tried sending telegrams, written in class by the teacher, and by the close of the Sunday school session the assistant secretary had the address on each one; and several boys with bicycles delivered them, and were back in time for church.

OTHER GOOD METHODS

"Then sometimes the secretary calls up by phone and inquires about the absent one, and tries to impress the parents with the fact that the class record depends

on Johnnie, and that, not only his own record is spoiled by his absence, but that of his class also. If Johnnie is ill, words of sympathy are given, and these are appreciated.

"Sometimes the secretary writes little notes and sends them through the mail. If any are ill, a picture of a flower is cut from a magazine and pasted on the letter, and the note will read, 'The Junior Department sends you this rose, and all are anxious to have you well again and in your place in Sunday school,' etc.

"For the convalescent, pictures of fruit are sent, the note reading: 'Dear Mary—Here is a basket of fruit from the Juniors. We hope you will be able to be in your place next Sunday.'

"One rainy Sunday a number were absent, and to all of these were sent a note with an umbrella cut from black paper, pasted at the top of the note-paper, saying: 'Did the rain keep you home last Sunday? Well, here's a big umbrella. 'Twill help to keep you dry. We'll look for you next Sunday surely.'"

"Do you like the idea of a visiting secretary, Mrs. Richards?" "Yes, that is good, but I like better the plans I have described. Our teachers call when they can. I call if any are ill. But it takes variety to bring results."

"Have you used the postal cards already printed for this purpose?" "Oh, yes, and they are good, but somehow the boys and girls like the home-made ones, and they bring the desired results better than anything else we have ever tried."

"I am convinced it pays to have a trained secretary, Mrs. Richards."

Criticism and Discussion

1. Do you know just how many Juniors you have lost out of your department during the last year? It would surprise the workers in many a Junior Department to be brought face to face with their "leakage facts." It is not so difficult to get the Juniors, and it is not easy to hold them. Are you holding your Juniors? Why?

2. Of course no system of records, however good and well-managed, will in itself hold the Juniors, but the right system, rightly managed, by the right secretary, will be a very effective aid. Then back of the system there must be soul, back of the records there must be religion, back of the grades there must be grace, back of the reports there must be repentance, back of the course there must be a caring, and back of the percentages there must be practice.

3. But there is a place for the mechanics as well as the dynamics. Why? Because the mechanics make for dynamics. Because good records constitute one method of teaching. Records in the Junior Department may be made to teach order, system, cooperation, punctuality, accuracy, attention to details, and that the school of the church is at least as important as the public school. They also teach appreciation of good work as opposed to poor work—that he who makes good will receive more appreciation from his associates than he who does not make good. The Junior will find it to be so in life.

4. Did you observe that Mrs. Harris, the new secretary, was a mature woman? It is fatal to the success

of any system of records to place a young, inexperienced individual in charge. The most important teaching-position in the Junior Department, next to that of the superintendent, is that of the secretary. The secretary, in reality, is a teacher, and the teacher of the whole department.

5. Some may object to the system of records adopted in Mrs. Richards' department on the ground that it does not take account of a sufficient number of items in the marking. There are two things to be said in this connection. First, to increase the number of items contained is to complicate the system and to multiply the chances against its success. Second, other items may be considered in connection with the four essentials named. For instance, deportment, the bringing of Bibles, church attendance, etc., may be taken account of under the item "Preparation."

6. Note the emphasis placed upon enlisting the interest of the pupils in the records of the department, and the suggestions regarding variety in the use of devices and methods. If the records are to do their best teaching, it is essential that the pupil shall regard them as important, and it is of the highest importance to develop a departmental appreciation of "good records," so that they will enter into the motivation of lesson-preparation and of assembly and class behavior.

7. The effectiveness of any system of records is dependent, in large measure, on their use in connection with promotions. If promotion honors are based on the pupils' class averages, then the grades will loom large in the thinking of the pupils, and will assist materially in "toning up" the whole department.

CHAPTER VIII

PROMOTIONS IN THE JUNIOR DEPARTMENT

It was a busy time for the Junior Department, though it was vacation season, for extensive plans were being made for Promotion Day.

The members of the graduating classes were considerably excited because Mrs. Richards, the superintendent, had announced at the beginning of the year that only those completing satisfactorily the year's work would receive diplomas, and so, as the day drew near, some were trying to complete neglected workbooks, and others were studying to make up the required memory work, for no one wanted to fail and lose his diploma.

Mrs. Richards tried in every way possible to make a great event of Promotion Day, one to which the other Juniors would look forward with much interest.

GETTING READY FOR PROMOTION

On September the first the pupils in the graduating classes were given their colors to wear. And how proud they were of those green and white ribbons! During this month the four graduating classes conducted the opening services, and they gave some splendid programs. Mr. Wright's class gave the first.

Mr. Wright offered the opening prayer and led the department in singing, and then each boy in the class gave a short character sketch of a Bible boy, after which Mr. Wright gave a short talk about the boy Jesus, telling about the country in which he lived and some of his habits, etc. In closing, a song by the department was used.

Mrs. Martin and her class of girls conducted the services the following Sunday morning. The first thing on the program was a short story about one of our missionaries, told by one of the girls in the class. The department then sang a missionary hymn. The Scripture used was Mark 16 : 15, one of our missionary memory verses. Mrs. Martin closed the service with prayer.

Mr. Benson's boys gave us a patriotic program. "The Star Spangled Banner" was sung, while two of the boys held the flag, and, at the close of the song, another boy stepped upon the platform and led the department in the flag salute.

Mr. Benson then told a patriotic story, and the department sang "Onward, Christian Soldiers," with two of the boys holding the Christian flag and another leading the Juniors in the Christian flag-salute. Following this was a moment of silent prayer, and then Mr. Benson's class responded with a prayer-verse. (Ps. 119 : 18.)

The last of these programs was given by Miss Moody's class, beginning with a piano solo by one of the girls. Following this was the Scripture lesson, read by another girl. A special number came next, a song by the class. Prayer was then offered by one

of the girls. The department sang a hymn, and Miss Moody closed the service with a prayer.

PROMOTION DAY BANQUET

During the week preceding Promotion Day, the teachers of the graduating classes and Mrs. Richards gave a banquet for the graduates. The hour chosen for the banquet was five o'clock on Friday afternoon, giving the boys and girls plenty of time to go home with their school-books, dress for the occasion, and return to the church.

The table was beautifully decorated, the green-and-white color-scheme being carried out. Mrs. Richards and the teachers conducted it all in as dignified a manner as if they had been entertaining the church officials.

After singing "Praise God From Whom All Blessings Flow," they were seated at the tables. Only those who associate with Juniors know how they enjoy good things to eat. It was a pleasure to watch them. The banquet was over in time for all to reach home before dark.

THE DAY ITSELF

For the Promotion Program on Sunday, the classes gave a dramatization of "Naaman the Leper." The boys enjoyed making the swords and spears, and they were splendid-looking soldiers. They all acted their parts well, and it was pronounced by all a splendid success. And thirty-five very happy children carried home the diplomas they had really earned.

The dramatization of "Naaman the Leper" was presented in four scenes. The first is a scene in a Jewish home.

The mother says: "Come, children, are you ready for our evening story?" The children gather around the mother's chair, saying: "Oh, mother, tell us more about the great prophet Elisha."

Soldiers outside are heard, the captain says: "Halt! Enter this house, and take everything of value." The soldiers enter the house, and the captain says: "Halt! Here are some fine-looking maidens. Capture them. They will make good servants in our homes." The soldiers take the girls by force and march away.

The mother, in great distress, exclaims: "My children! Oh, my children! Gone to be slaves in Syria. How can I bear it?"

The second scene is in a Syrian home. It is the home of Captain Naaman, in which appears one of the little Jewish captives.

The mother sits weeping, when two children enter. The first child says: "Oh, mother, what is the trouble?" The mother says: "I am sad because your father has the leprosy. Oh, what shall we do? What shall we do?"

The Jewish maid enters while the mother is speaking. The first child says: "Will they send father away now?" The second child says: "How can the king spare father when he is captain of the whole army?" The Jewish maid says: "Oh, I wish my master, Naaman, were with the great prophet that is in Samaria. I know he could cure that leprosy." Naaman's wife says: "Who did you say? Are you

sure?" The Jewish maid says: "I know he could. He does wonderful things." Naaman's wife says: "We shall see about this at once." Exit all.

The third scene shows the King of Israel in the foreground, and, near the back of platform, Elisha the prophet. Enter a servant with a letter from the King of Syria. The king receives the letter, and reads aloud: "Now, when this letter is come unto thee, behold I have therewith sent Naaman, my servant, to thee that thou mayest recover him of his leprosy." Then, in anger, the King of Israel: "What does this King of Syria think? Am I a god that I can cure the leprosy? He is only trying to seek a quarrel with me."

Elisha steps forward and says: "Why are you so angry? Send this man to me, and he shall know that there is a prophet in Israel." The king leaves the room, and Elisha stands with head bowed. Enter a band of soldiers with Captain Namaan, who has head bandaged and also both hands and arms to elbows. A soldier says to Elisha: "The King of Israel has sent Naaman to you." Elisha says: "Tell him to go and wash in the river Jordan seven times, and his flesh will be restored, and he will be clean." A servant to Naaman: "The prophet says to go bathe in the Jordan seven times, and that your flesh will be restored and you will be clean." Naaman says: "Is that all he can do? I thought he would come to me, and call on the name of the Lord and touch my flesh, and that the leprosy would disappear. Well, I shall go home. Haven't we rivers in our own country greater than the Jordan in which I can bathe and be clean?"

A servant steps in front of Naaman as he turns to go, and says: "O, master, if the prophet had asked you to do something great, you would have done it. Now all he asks is that you wash, and be clean. Why don't you try it?" Naaman says: "Very well, I shall try it," and leaves the platform.

Elisha sits with head bowed as if in prayer. Enter soldiers with Naaman, whose bandages are gone. Naaman says: "I am well! My flesh has come back! I will bless thee and give thee silver and gold that I brought with me to pay thee with."

Elisha says: "No. I will not take pay. Go, and return thanks to God, he it was that cured you of your leprosy." Naaman says: "Now I know there is but one god, the God of Israel." Elisha says: "Go in peace."

In talking with the teachers a little later Mrs. Richards discovered that the promotion services had made a deep impression upon the younger Juniors. "My boys want to know how long it will be before they will graduate, and if there is much danger of their failing," said Miss Moore.

"I am so glad the Juniors are beginning to realize that the Sunday school work really is important," said Mrs. Richards, "and are willing to work for the reward, a diploma and the honors that go with it. I have been thinking, too, that they should not have to wait the entire Junior period for the reward, and that we should give each child a promotion-card as he finishes each year's work."

"The very thing, Mrs. Richards," said Miss Morris, "and I want to suggest that you grade all the books

instead of the teachers grading their own pupils' books." "What is your idea in changing?" "The grading would be more uniform, and I believe the boys and girls would try harder if they knew the superintendent would grade all the books."

"I am willing to try if you all think it will improve conditions. All of us want to make our department the very best possible. We have had a very successful year in many ways. Each year we have raised the standard of our department. Each year we have a greater number of boys and girls who have publicly accepted Christ. During the coming year we must redouble our efforts, and be more constant in our prayers that every Junior may accept Christ before he leaves this department."

Criticism and Discussion

1. What do you think of the suggestions given relative to preparation for Promotion Day? Have you tried any other methods of arousing interest in promotions?

2. It is possible, of course, to conduct a Promotion Day service with very little profit to the pupils, and certainly it will fall very short of its purpose unless the work of the whole year is in the nature of a preparation, and unless some suitable plans are devised for a definite leading up to Promotion Day. Of course the expectation of being honored on Promotion Day should not be the chief motive with the Juniors, but at the same time the desire to stand well in the class and in the department, and to receive school honors, is perfectly legitimate. The asking of each class to par-

ticipate definitely in the order of worship constitutes a good suggestion for other seasons of the year. Let us keep in mind that Juniors "learn by doing," and only incidentally by hearing the superintendent and the teachers talk and by having things done for them.

3. Junior workers sometimes raise the question as to whether or not the conferring of honors upon those who do good work and who attain good grades tends to discourage the poorer students. The answer is "No." It will prove rather to be an incentive to do better work. I was present one Sunday in a certain Sunday school when the Juniors were being promoted. Each class in turn stood at a given signal, and those in the class who had made the necessary grades were handed certificates of promotion, and, in the case of the most advanced classes, diplomas of graduation into the Intermediate Department. Only a few of the pupils received these honors, while the others simply did not receive them, and were passed on to the next grade or the next department without honors. One of the boys who had failed to receive honors was overheard to say, "I'll bet I get a certificate next year." Another said, "Gee, I could have done that as well as the other boys, but I didn't know I would feel this way about it." This impressive promotion service toned up the whole department educationally, and the work in the department during the following year averaged at least one hundred per cent better.

4. Of course care should be exercised to develop in the Junior an appreciation of the value of a "good grade" and of attaining the departmental honors from the very day of his entrance into the department, so

that there will not need to be the disappointment of failure on Promotion Day. Something should be said about the grades of pupils in various classes from time to time, special praise being accorded to those who have made particularly good grades for the quarter, say. On the other hand, it is important to guard against overemphasizing good grades and Promotion Day honors. Always there will be some in the department who, for various reasons, cannot and will not make good grades, and it is advisable to hold them in the department and to do as good work with them as is possible. Moreover, the main thing is not a grade or an honor. The chief consideration is interest and improvement and life.

5. The superintendent and the teachers should guard against the attitude of the "mere pedagogue." They are not bosses, but sympathetic leaders. They are not know-it-alls, looking down with pity or patronizing cant upon the Juniors, but rather companions and sympathetic friends. Such attitudes on the part of the workers are certain to bring a hearty response on the part of the pupils in any Junior Department. In such a department, grades and promotions will serve only as an earnest, cooperative effort to properly appreciate and recognize excellencies on the part of the pupils.

6. Read Chapter XIV, Incentives and Rewards, and Chapter XX, The Celebration of Special Days, in "The Junior Worker and Work."

7. One Junior superintendent, living in a community where the regular Sunday school lessons were dispensed with during the summer vacation months,

carried a class of boys through a special course in "The Lord's Prayer." She used a class scroll, illustrative incidentally of an Oriental book. The scroll consisted of a sheet of heavy paper about two feet wide and six feet long, with a pole or stick at each end, with sealing-wax knobs, for rolling and unrolling the scroll. On the first Sunday the lesson was on "Our Father, who art in heaven," and this was a missionary lesson with the telling of a story and the pasting of Chinese and Japanese and other pictures in a circle, in the center of which were the words "Our Father." On the second Sunday, "Hallowed be thy name" was similarly handled, with pictures of angels, a list of the names of God, with a lesson on reverence. On the third Sunday, "Thy kingdom come," there was a large crown cut from gold paper and a picture of the triumphant entry of Jesus, with suggestions as to how the Juniors might crown Christ as king. On the fourth Sunday, "Thy will be done on earth," with a picture of the earth, and a missionary story. For the fifth Sunday, "Give us this day our daily bread" was made an Armenian relief lesson. There was the telling of the story of the boy and the loaves and fishes, and the making of a poster on the space of the scroll allotted for this Sunday. On the sixth Sunday, "Forgive us our debts," there was the occasion for the telling of the story of Joseph forgiving his brothers. The pictures were those of boys and girls quarreling or forgiving. On the seventh Sunday, "Lead us not into temptation," there was the occasion for pictures of the various kinds of Junior temptations, such as cigarette using, etc. On the eighth Sunday, "Thine is the

kingdom," Hofmann's "Head of Christ" was one of the pictures, and there was a United States flag with the saluting of the flag. On Promotion Day, the exercises for the Junior Department consisted of a review of these special lessons. Two boys held the scroll with its pictures and lettering, and one boy explained each of the lessons, and told why these particular pictures were used, and what they taught.

CHAPTER IX

THE SMALL DEPARTMENT

The pianist of the Junior Department had moved to another section of the country, and after some weeks the superintendent received the following letter from her: "My dear Mrs. Richards: At last I can write and tell you we are comfortably settled in our new home, and that we like it very much here.

"And what do you suppose I am doing? You can never, never guess, I am sure, so I shall tell you at once. I am Junior superintendent. Let me explain how it all happened.

"Our church here is a small one, with only one room and a basement. The first Sunday I went to Sunday school I noticed about a dozen Junior boys and girls sitting in a row, and they seemed so uninterested in all that was going on that I felt real sorry for them.

"When it was time for the class work, the superintendent came to me with the statement that the Juniors' teacher was absent, and asked me to take the class. I did. The lesson was 'The Literature of the Hebrew People,' and I knew I could never get them interested in that, for I knew that they could not understand it.

"At first I didn't know just what to do. I remembered that you said a Junior lesson must be full of action, and I thought of a missionary story you told

the last Sunday I was there, so I put aside the lesson-leaf they had given me, and asked the class if they would like to have me tell them a story. They were all interested at once, and scarcely moved until I had finished.

"The superintendent passed by twice to see what had happened to 'the worst class in the room,' and when Sunday school was over, he came to me and said, 'Miss Blackwell, you seem to be very successful with children. These Juniors have just run off their other teacher. How would you like to take them permanently?'

"I told him that I would have to think about it. I studied the matter over all the week. I didn't feel equal to the task at all, for I had always been the pianist or organist, and had only substituted occasionally for you. Then I thought of all we did there, and what it meant to seventy-five children, and I thought, 'Is it right to neglect these Juniors because there are only a dozen of them?'

GETTING A START

"Well, to make a long story short, I went to the superintendent and said, 'Mr. Bloom, I am willing to take that class if you will let me organize a Junior Department.' He laughed loud and long. 'Where would we put them?' he said. 'The Primary Department is in the basement, and there is no room for a department up here.'

"I said, 'If I could only have a corner in the back of the church, by the window, I think I could manage

nicely.' 'Well,' he said, 'if you think you can, all right, go ahead. Anything to keep them still.'

"How I did work with those boys and girls! I ordered a dozen graded work-books. Then I found two high-school girls to serve as teachers, and I helped them to plan the lessons. I separated the boys and girls. I made two classes of the girls, which the high-school girls were to teach, and I took the boys myself.

"The father of one of the boys was a carpenter, and he made us a table. One of the girls' classes managed to find a little folding sewing-table for their class, and I am sure the other class will soon be provided for. We have a screen and a curtain, and so have the coziest little Junior room, with three classes in it, you ever saw. As soon as Sunday school is over, we fold up the tables, pull the curtain back, set the screen back, and all is ready for church.

CULTIVATING INITIATIVE

"And I must tell you about our blackboard. You will laugh, I know, but we are really proud of it. We have a dark-green window-shade mounted on a board and nailed on the wall. It works nicely, and I like it especially because I can prepare the blackboard before Sunday school, and when I am ready to use it I pull down the shade.

"I drill the three classes in memory work and various Bible drills before we study in our classes. Of course we can't have our own opening service, but I made so bold as to ask Mr. Bloom if the Juniors could not have something all by themselves in the

general opening service some time, and he said, 'Next Sunday is temperance Sunday, and you Juniors can have twenty minutes on the program then, if you want it.'

"Now I am frightened, for what can we do about temperance? Last evening I thought about you, and wondered if you would tell me what to do? I want to know also what methods you have used for getting the work-books finished promptly each quarter.

"There is no community training-school near here. How I wish I had attended regularly when I had the chance. You see, now I have to train my own teachers. Will you please send me that little poem you read at one of our conference meetings? I should like to give each of my teachers a copy of it. I should appreciate anything you think of that would help our Juniors in any way. Confidently expecting an early reply, I am, yours sincerely, Marie Blackwell."

Mrs. Richards promptly answered this letter as follows: "My dear Miss Blackwell: How happy I was to receive your good letter. I am glad you are pleased with your new home, and that you are taking up the Junior work. And under such difficulties too! How proud I am of your success. I shall tell my Juniors about you and your little department. They will be very much interested, I know.

"We miss you and your good music. And to think we had to lose you so soon after we had purchased our new Junior piano! It will be difficult to find anyone to take your place. Much depends on the music and on having a pianist who is always prompt and regular in attendance.

"However, our loss is a great gain for the little church in which you are working, so we shall not mourn, but shall rejoice with them, and let me prophesy that in the near future you and your Juniors will build an addition to that church and carry on the good work in an ideal way.

A JUNIOR JOLLIFICATION

"You may be sure I shall help you in every way I can. Do not be frightened over a temperance program. There are many things you can do. But you ask about our work-books, so let me tell you about them first. At the last meeting of the Junior conference we decided to devise some plan to encourage the children to complete their work-books promptly at the close of each quarter. We finally worked out a plan for a celebration to be known as a 'Junior Jollification.'

"The following notice, printed in our church bulletin, notified the boys and girls as well as the parents of the coming event, of the occasion of it, and of their obligation if they wished to attend: 'Junior Jollification. Date, Friday, June 29. Time, 11 a. m. Place, at the church. Refreshments, individual lunch-box. Admission fee, completed work-book. Games. Contests. Stories. This jollification is for the boys and girls of the Junior Department of this Sunday school, celebrating the completion of our third quarter's work. Each Junior's work-book, finished to date, will be his admission fee at the church, where the jollification begins, at 11 o'clock sharp. Each child will bring his

own lunch and cup.' This notice was attractively displayed with differences in sizes of type.

"Suitable posters were given prominent places in the Junior room, and created great interest in the coming jollification. At the appointed time the Juniors began to arrive. Books were received at the door of the Junior room by a committee of teachers. Nearly all of the Juniors were present. I noticed, however, that James and William were missing. I inquired, and one of the boys said, 'Oh, yes, they are coming. I just came past Red's house, and Shorty was there, and they are working like mad to finish their books.'

"We learned some appropriate 'yells' for the occasion. We then formed in double file and marched with fife and drum to the park. Luncheon was the first thing on the program. As a surprise, the teachers provided plenty of lemonade for the crowd.

"The half hour after lunch was spent in story-telling by the teachers. Then Mr. White arrived, and under his direction the children enjoyed a wonderful afternoon of contests, races, and outdoor games.

"Now, I imagine I hear you say, 'Was the jollification worth while?' I answer 'Yes.' Socially it was a great success, and also we accomplished what we wanted. We got the note-books. But I am not satisfied with that way of doing things. In the public schools, if a boy or girl does not do the required work, he fails to pass. Why can't we expect as much of them in the Sunday school? If I live long enough, I expect to place the Sunday school, in the mind of the Junior, on just as important a basis as the public school. I think it can be done.

A TEMPERANCE PROGRAM

"Now for that temperance material. I like this definition, and so send it to you: 'Temperance is total abstinence from all things harmful and the moderate use of all things good.'—*Zenophon.*

"First, I shall give you some of God's commands. 'Abhor that which is evil; cleave to that which is good.' (Rom. 12 : 9.) 'Be not overcome of evil, but overcome evil with good' (Rom. 12 : 21). 'Set a watch, O God, before my mouth' (Ps. 141 : 3). 'If sinners entice thee, consent thou not' (Prov. 1 : 10). 'Evil companionships corrupt good morals' (1 Cor. 15 : 33).

"Other good temperance verses are Daniel 1 : 8, Romans 13 : 10, and Philippians 4 : 8. Your Juniors could give several of these as memory verses or could use one verse in concert as the Scripture lesson. If one of the boys would hold the temperance flag, the rest of the Juniors could salute it.

"You know the following flag salute: 'I pledge allegiance to my flag, the emblem of temperance, self-control, pure thoughts, and clean habits; the white flag that surrenders to nothing but purity and truth and to none but God, whose temples we are.'

"You could have one of the Juniors tell a temperance story or relate some of the famous deeds of Frances E. Willard or Neal Dow, or of any temperance hero or heroine. Offer a prayer for the temperance cause, and, if you have time, sing a temperance song. A good temperance poster would be interesting to the adults as well as the Juniors.

"Here is the verse you ask for.

If you would a scholar attempt to teach,
Study his habits, nature, and speech.
Make him tell you all he can.
From this knowledge form your plan.
Begin with that which he does know;
Tell him little, and tell that slow.
Use words that he will know and feel;
Review, call back, draw out at will.
Consult his tastes, help him to climb;
Keep him working all the time.
Be true, be gentle; love is strong;
Look to Jesus, you'll not go wrong.

"I shall try to send you some materials that I think you can use. Keep me informed as to your work. I am greatly interested in what you are doing. Sincerely, your friend and coworker, Mrs. Richards."

Criticism and Discussion

1. Did you ever see that little Sunday school with its "twelve Juniors"? If you did, perhaps you wondered why there were as many as twelve, when so little was going on that was of real interest and value to them. If you had raised the question of better treatment for the Juniors, probably the general superintendent would have said, "It is the best we can do here." But that would not have been true. He only thought so.

2. The story of this new-comer in the community, willing to act as supply teacher, and making good at the task, and the results of this expression of the spirit of service, is a very suggestive experience. Here is

vividly illustrated the principle of progress in kingdom activity and the method of improvement in personal efficiency. It is the obscure worker who performs the little task willingly and efficiently that rises to usefulness and prominence in the world of spiritual achievement.

3. Here also is a valuable suggestion for the workers in the little Sunday school, where there are all too few competent leaders. Be on the lookout for the newcomer. It was not merely that Miss Blackwell had had some training and therefore was better qualified than those who were already working in this little Sunday school, but the very fact that she was new in the community and that this was her first day in that Sunday school enabled her to see some things which the others could not see, on the principle that one can never see himself as others see him. Those who have been working in the same place for several years are likely to become so accustomed to the conditions as they exist and to the established ways of working that they become blind to their defects and needs.

4. Therefore, is there not here a further suggestion? It would be the part of wisdom if all Junior workers in any Junior Department would deliberately invite occasionally a successful worker in some other Sunday school to visit them with a view to giving constructive criticism. This ought to be worth as much to a Junior Department as the diagnosis of a specialist would be to a patient or the work of an efficiency expert in a business enterprise.

5. Note here, too, that the Juniors themselves, under the leadership of Miss Blackwell, provided the needed

equipment in the little school. This was not only a good way to get the equipment, but it was a good way to enlist the Juniors. It was a good method in religious education.

6. What do you think of that "Junior Jollification"? Perhaps you can think of something better. The chief reason for knowing how others have succeeded with their methods is that it will be suggestive to you of some better methods. To read of the good methods of others, or to hear about them, sets your "head a-going," and presently you have evolved the solution of a problem and the means to a worthy end.

7. Another way to teach temperance is through the teaching-story. A good temperance story, told dramatically, shows temperance in action. It develops in the listener a sense of reality and of value, and at the same time influences his will and motivates his actions. He is likely to accept as his own the standards of action which are visualized for him in the story.

8. See Chapter XX, The Celebration of Special Days, in "The Junior Worker and Work." See Chapter VII, Temperance Education, in "The Juniors: How to Teach and Train Them." See Chapter III, Organization, in "The Juniors: How to Teach and Train Them." Read especially Chapter VIII, Motivation, in "The Use of Projects in Religious Education."

CHAPTER X

JUNIOR ROOMS AND EQUIPMENT

One bright, sunshiny day in early spring Mrs. Richards was standing near the door of the Junior room, when she was surprised to see a young lady entering the room whom she recognized as one of her former workers, and she exclaimed: "Marie Blackwell! How happy I am to see our little organist again! When did you come back? Just think, it has been three long years since you moved away."

"Yes, Mrs. Richards, three long years, and when father said he was coming here on a business trip, I decided to come too. We arrived late last evening, and this morning my aunt insisted I rest after our long journey, but I was too homesick to visit our old church home to wait, and I came a half-hour early to talk with you before Sunday school."

THE NEW CHURCH BUILDING

"That's fine," said Mrs. Richards. "But," said Miss Blackwell, "it isn't a bit like home, with this beautiful stone church on the corner, where the little white frame one stood so many years. I thought I never would find you. I came up the steps to the front door and inquired for the Junior Department, and a young man said, 'The next building is the edu-

cational building. Just go in at the main entrance and up the stairway to the second floor, and the first door to the left is the entrance to the Junior assembly-room.' So here I am."

"We are proud of our new church," said Mrs. Richards. "Let me show you around before Sunday school begins. On either side of the assembly-room, you see, are the classrooms, one for each class."

"Oh, how perfectly fine! Sound-proof walls for assembly-room and for classrooms, with doors on hinges to close tight. You have complete separation for your assembly-programs and also for all the class work."

"We are delighted with our rooms," said Mrs. Richards. "This is Miss Morris' classroom. Just step inside."

"Oh," said Miss Blackwell, "how beautifully this classroom is furnished. But is there no table?"

"No," said Mrs. Richards, "we use the student-chairs with the desk-arm instead. In this little cabinet the class can keep books, pictures, chalk and eraser, and other materials. Isn't it convenient?"

"It certainly is," said Miss Blackwell. "I am interested in this handwork they have on display. Miss Morris used to have such a time about the handwork. Her girls were continually losing their books."

"Yes, I remember. But she attended the community training-school, and she has learned how to get the handwork done. She is now one of our best teachers. All the boys and girls are doing much better work since we began grading their work. I grade all the books in the department, and keep a record of the grades. The children are as interested in securing

good grades in Sunday school as in public school. I want you to visit Mr. Wayne Taylor's classroom, just opposite this one."

ROOM FOR MAPS AND MODELS

"My!" said Miss Blackwell. "Just look at the models they have on display. There is an Oriental house, a shepherd's crook, and a sheepfold. Ah! The sword of Gideon, isn't it?"

"Yes. What splendid maps the boys have made." "Yes, I think each one in this class received an 'E' on the work of last quarter. They had a beautiful sepia print of 'Christ and the Doctors,' but they lent it to the second-year boys for this quarter, while they have their water-color maps on display here. Now we will visit the geography room."

"Oh, what a pleasure it would be to teach in this room! But how do you manage?" "The teachers use this room for drill-work mostly. Sometimes they make a map on the sand-table. Sometimes they use large maps and charts on the wall or the globe on the table over there. They use it very often in the pre-session period, when the class meets early Sunday morning for a little help on maps or handwork. It is such a great convenience too, for the week-day meeting of the class, when they want to make relief-maps from paper-pulp or the salt-and-starch dough."

When they again stepped out into the assembly-room, Miss Blackwell said, "What beautiful decorating. I like the effect of the soft tones in the wall-paper." "Have you noticed the cork covering on the

floor, Miss Blackwell?" "Indeed I have, and my mind goes back to five years ago. The first morning you came into our Junior Department, wasn't it terrible, the noise and confusion of that morning?"

PICTURES AND BOOKS

"I wish I might forget those days. How I have worked, and how much I have learned since then." "There certainly has been a wonderful change in this department. I see you have only one picture on the wall, but it is beautiful. The picture of 'Christ and the Rich Young Ruler' is quite suitable for this Junior age, I think."

"Yes, we think it is. We have several other pictures. We have one of 'Christ and the Doctors' and another of 'Moses With the Tables of the Law,' but we seldom have more than one on display at a time. Sometimes we put them all away, and hang a poster in their place for a few weeks. This increases the teaching value of the pictures.

"That is our assistant secretary over there by the bulletin-board that stands near the door. She is putting up the birthday calendar for this month. Just watch for a moment, and see the boys and girls gather around it. They are always proud of the calendar in the month their names appear. On the last day of the month those who have birthdays during the month bring their birthday-money. They know it will be used for missions."

"Isn't that Miss Stone coming out of that classroom with all those little boys, Mrs. Richards?" "Yes,

they are going to give a dramatization in the opening service this morning, and they came a little early in order to rehearse. She is specializing in first-year Junior work, and is making quite a name for herself. She has been invited to speak on her work in several conferences recently."

"Even a little training will do much for a teacher. I thought she was simply hopeless when I was here." "Yes, training makes a great difference in the work of a teacher. And you remember Miss Moore? She is preparing herself to teach in the week-day school of religious education." "Indeed! I am so glad to know all this."

"Will you visit with Miss Stone now? I must speak to the librarian before Sunday school begins. We have several new books, and Mr. Taylor spoke to me about one which I promised to save for him. We have a good list of books for the Junior workers now."

After chatting a moment with Miss Stone, Miss Blackwell noticed that the boys and girls, with their teachers, were taking their places in the Junior assembly-room, and, when a young lady played a few soft chords of music, Mrs. Richards stepped upon the platform and said, "The first-year boys will dramatize a story for us at this time."

REALIZING THE IDEAL

Following this dramatization, a song was sung by the department, and a prayer was offered by Mrs. Richards. The classes then passed in an orderly way to the classrooms.

During the class-period Mrs. Richards took Miss Blackwell to visit the other departments of the Sunday school. When they returned, Miss Blackwell said, "You have a wonderful Sunday school now, Mrs. Richards, and I think your department is ideal."

"Well," said Mrs. Richards, "I do not think of it as being ideal, but we are working toward the ideal all the time. We feel that we have accomplished something worth while through our planning and working, and our praying. It is my hope that we can so utilize this beautiful building with all its fine equipment, and these trained teachers and officers, that all our pupils may become true Christians and trained, efficient church-members. Then my ideal will be realized."

A visitor who was being shown through the Junior rooms one day inquired: "But how can you afford so many rooms? We think we are lucky at our church to have one room for the whole Junior Department."

"Why," answered Mrs. Richards, "it costs but very little more to have classrooms and an assembly-room than it does to have only the one assembly-room for the Junior Department without classrooms."

"I don't see how that could be," replied the visitor. "Let me show you," said Mrs. Richards, stepping to the blackboard and picking up a piece of crayon. It requires no more floor-space to care for a given number of students in a department with individual classrooms and assembly-room than with assembly-room alone. Explanation of this fact lies in the further fact that each student requires only six square feet for assembly purposes and only nine square feet for classroom purposes. The six square feet for assembly and

the nine square feet for class together make the fifteen square feet required for each Junior when all the students of the department are handled in the one large room.

"In other words, when the classes of the department are assembled in class around tables or in desk-chairs, in the one room without partitions, there must be left, between class and classes, room for the free movement of workers and students, and also there must be sufficient floor-space between class and classes to make possible a fair degree of removal of class noises from class noises.

"Now, when each class is assembled in an individual classroom, a student may be seated with his back against a wall, with another student in another class having his back to the same wall, and also there is no occasion for the moving about in the classroom of anybody outside the class.

"Thus nine square feet is all that is needed by each student in an individual classroom, but the same student needs fifteen square feet when his class is in the large room with other classes. And for assembly purposes, during the departmental order of worship in the departmental assembly-room, there is needed a little less space than in the large church auditorium, so that six square feet for each student is quite sufficient."

Criticism and Discussion

1. Have you the rooms and equipment that you need for your Junior Department? If not, why not? Why not bring up the matter in your officers' conference, and begin to take steps for getting what you need?

Frequently all that is needed is for someone who is vitally interested to make the start and to get the leaders to thinking and talking.

2. As to equipment for the Junior assembly-room, sometimes an interested parent will provide the means. I knew the mother of a Junior who presented to the Junior Department a fifty-dollar teaching-picture, and the superintendent of the department arranged a little acceptance service, which was quite impressive and helpful.

3. In the Junior assembly-room there should be the following: A rug or battleship linoleum, chairs of two heights, piano, flat-top desk for the superintendent, blackboard, maps, teaching-pictures, Junior mottoes, graded song-books, honor-roll, bulletin-board, reference library, stereographs, and cabinets for curios and supplies.

4. In each Junior classroom there should be the following: A rug, round table and chairs, or preferably desk-chairs, a blackboard, teaching-pictures and posters, maps and handwork materials.

5. The departmental unit should be used for all week-day teaching and club activities, as well as for the Sunday instruction, for the students of this age, but should not be used for any meetings of adults, since it is not suitable in its proportions, its finishings, or its furnishings.

6. In Tralle's "Planning Church Buildings" there is the following statement concerning the Junior Department: "Probably there are more reasons for both departmental and class separation in this department than in any other, for the reason that these boys and

girls are in the ' noisy ' age, the ' do-and-dare ' age, the ' see-everything-that-is-going-on-around ' age."

7. Every Junior worker should read Tralle's " Planning Church Buildings," which gives practical help with regard to building and equipment. Where there exists the need for more adequate building and equipment, it would be the part of wisdom to get the leaders of the church to read this book, in order that they may come to have some appreciation of the importance of properly building for the school of the church, and of providing for it adequate equipment.

8. When the church is planning to build a new structure or to remodel an old one, the Junior leaders should see to it that the Juniors are properly provided for. It cannot be presumed that the average building committee has educational training enough properly to provide the necessary building and equipment. The Junior superintendent, therefore, should insist on representation on the committee and on a hearing for the presentation of needs and ideals. It may be practicable to call in the assistance of an educational or architectural specialist. Consult your denominational department of architecture.

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